DOCUMENT RESUME

ED 129 417 PS 008 810

AUTHOR Douglas, Jane I., Ed.
TITLE Dollars and Sense: Employer-Supported Child Care. A Study on Child Care Needs, and the Realities of Employer-Support.
INSTITUTION Nevada State Dept. of Human Resources, Carson City.
SPONS AGENCY Office of Child Development (DHEW), Washington, D.C.
PUB DATE 76
GRANT OCD-G-90-C-94
NOTE 359p.

EDRS PRICE MF-$0.83 HC-$19.41 Plus Postage.
DESCRIPTORS Accreditation (Institutions); Administrator Evaluation; Affirmative Action; *Child Care; *Child Care Workers; Credentials; *Day Care Services; Employer Attitudes; *Employer Employee Relationship; Equal Opportunities (Jobs); Federal Legislation; *Financial Support; Government Employees; *Labor Unions; Performance Criteria; Preschool Education; Questionnaires; Social Responsibility; Surveys; Teacher Evaluation; *Working Parents; Working Women
IDENTIFIERS Nevada

ABSTRACT

This report briefly discusses present rationales, future prospects, and methods and procedures involved in employer support of child care. It is based on a study which was intended to test the feasibility of providing child care and youth programs, through a system design, for employees of resort hotels and the primary labor union involved with the hotels. A state-wide survey of child care needs in Nevada was conducted followed by a special study of Clark County, which has 56% of the state's child population. In addition, members of the Culinary Union in Las Vegas and Reno were surveyed as to their needs and attitudes toward child care. A system was developed for measuring the quality of child care facilities and the competence of caregivers. Also, a study was made of current programs of employer-supported child care throughout the United States. Examples of such programs are described, and federal government policies which promote industrial child care are discussed. Lengthy appendices, which make up the bulk of the document, include: (1) detailed reports of the survey of union members and the survey of the Clark County general population, as well as a brief comparison of the two surveys; and (2) an extensive draft of a voluntary accreditation system proposed for the state of Nevada which consists of separate procedural manuals for accrediting child care facilities and credentialing staff members who serve as directors, caregivers, or joint director/caregivers. (BF)

Documents acquired by ERIC include many informal unpublished materials not available from other sources. ERIC makes every effort to obtain the best copy available. Nevertheless, items of marginal reproducibility are often encountered and this affects the quality of the microfiche and hardcopy reproductions ERIC makes available via the ERIC Document Reproduction Service (EDRS). EDRS is not responsible for the quality of the original document. Reproductions supplied by EDRS are the best that can be made from the original.

ED129417

PS

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

7-76 9-76T

DOLLARS AND SENSE:

EMPLOYER-SUPPORTED CHILD CARE

A STUDY ON CHILD CARE NEEDS, AND THE REALITIES OF EMPLOYER-SUPPORT

PS 008810

Funded by the Office of Child Development, Human Development,
Department of Health, Education, Welfare

DOLLARS AND SENSE:

EMPLOYER-SUPPORTED CHILD CARE

EDITOR: JANE I. DOUGLAS

CONSULTANTS:
Janet Bubnis
Youth Systems Unlimited
Penny Royce

PS 008810

NEVADA CHILD CARE SERVICES DIVISION
DEPARTMENT OF HUMAN RESOURCES

Produced with funds made available through the Office of Child Development, Human Development, Department of Health, Education, Welfare; Grant Number 90C94, Titled "Industrial Child Care Promotions".

DOLLARS AND SENSE

TABLE OF CONTENTS

Page

FOREWORD i

CHAPTER I
- Why Employer-Supported Child Care Makes Sense 1

CHAPTER II
- What Employer-Supported Child Care Is 5
  - The History 5
  - Tax Incentives 6
  - Successful Employers 7
  - Employer-Supported Child Care Defined 20

CHAPTER III
- The Future Of Employer-Supported Child Care 22
  - Corporate Responsibility 23
  - Federal Employer Commitment 23
  - Employee Morale and Recruitment 24
  - Equal Employment Opportunity 24

CHAPTER IV
- How You, An Employer, Can Support Child Care 27

BIBLIOGRAPHY 30

APPENDIX A
- Clark County And Culinary Union Survey Comparisons

APPENDIX B
- Culinary Union Survey

APPENDIX C
- Clark County Survey

APPENDIX D
- "Yardsticks For Quality"; The Nevada Child Care Services Division Accreditation System (Draft)

FOREWORD

DOLLARS AND SENSE is the result of an idea born in a meeting of the Region IX Federal Community Coordinated Child Care Committee, early 1974.

In those days, we spoke of "Industry-Supported Child Care", and the need to assist industries in understanding the concept of support and the proper program and facility design for the various age groups of children.

The Committee assisted the Nevada Child Care Services Division in obtaining a $30,040 grant from the Office of Child Development, Human Development, Department of Health, Education, and Welfare, to accomplish the following:

> To conduct a study to test the feasibility of providing child care and youth programs through a system design, for employees of resort hotels...and the primary union involved with hotels.
>
> To identify the variables that exist in the workings, thought processes, and follow-up procedures relative to the development, construction, and operation of a program for employee's children from the viewpoint of management, union and employees.
>
> To develop a system design involving facility and program, repeatable for other "industries", with a built-in evaluation system, with benefits to management, employees, all children's age groups, union, and the community.

The Committee seemed to be particularly interested in a "How To" booklet for industries considering support of child care; this was to be used Nationally for the promotion of the concept.

As our State-wide Union survey progressed, we discovered the need for additional information:

1. A Clark County general population child care needs assessment:

   Clark County has 56% of the State's children population. As we suspected, responses from the general population varied from responses of a primarily employed population (Union Survey).

   Comparison of the Union Survey (Consultants: Youth Systems, Inc.), and the Clark County Survey (Consultant: Janet Bubnis), can be found in Appendix A.

II. A system for measuring "quality" child care:

"Quality Child Care" is a term frequently used and rarely defined. If we were to expect employers to support quality child care, we needed a definition and a means to measure the criterion within the definition.

We could have simply stated that the program and the facility should meet the Federal Inter-Agency Day Care Requirements. Having viewed some of the programs that met F.I.D.C. requirements, we felt that such a statement may skirt the issues of cost and caregiver competence (the latter being our primary concern).

We chose to develop a system for training caregivers at all levels, and for assessing their competence thereafter.

Our Consultant in this endeavor is Penny Royce. For over a year, we have worked with an exciting Task Force consisting of early childhood development personnel from Nevada's proprietary centers; State Department of Education; University Departments of Home Economics and Education; Community College Division; Headstart.

Our definition of quality child care is simply:

> "Quality child care means that children are in a life-safe, developmentally healthy environment, with caring, competent caregivers."

Each of the three generalized criterion are addressed in our "Accreditation System."

The initial assessment system is found in Appendix D. We have since tested the System and are making some changes. Interested persons may contact us for the final product.

III. A study on the current programs of "Industrial child care" throughout the Nation:

It was within this study that we discovered a difference in semantics, and the need to change our thought processes from factory or company-based centers (that is, the common conception of "Industrial Child Care"), to the many varied methods of employer support of child care.

Our first finding was that some of the most widely lauded companies for "Industrial Child Care" did not feel that they fit the name at all. For example, all of the previously written material in our reviews referred to Polaroid and Control Data under similiar headings. The Polaroid Corporation views their program as a "service" to low-income employees, and the Control Data Corporation views their program as a "Community benefit"; yet both Corporations are "employers who support child care."

Our second finding was that we could not in good conscience develop a system design for a facility and a program that would be effective for everyone. No two employers approached the need for child care for their employees' and/or community children in exactly the same way. Even the companies within consortiums varied in the extent of their support.

It then became our purpose to exhibit the rationales and the methods of various employers throughout the Nation, and to establish the common denominators and criterion for their success.

Because of the limitations of time and money, we have used one example for each method of support. At that, we do not purport to exhibit all possible approaches to support.

As we state in our promotional brochure, "For every U.S. employer, there may be a different way to invest, if the employer cares enough....."

Our System Design, then, is not a "What to provide" design, but a "How to decide what to provide" design. We found that every employer will have a different approach because of the variables among the personnel; the amount of funding and personnel resources within the community, the employer's budget, and the degree of employer commitment to the needs of children.

The body of the following report, Chapters one through four, addresses the subject of employer support as it relates to any U.S. employer. The report discusses the present rationales, the methods, the future of, and the procedures for, employer-support of child care.

Rather than overwhelm you with a voluminous report that would probably be shelved, we have attempted to state our case as concisely as possible. It is for this reason, that we have appendaged the surveys for those of you with special interest areas.

We hope that DOLLARS AND SENSE will give you valuable insight into the ways an employer can make that special investment in today's children..... and tomorrow's leaders.

CHAPTER I

WHY EMPLOYER-SUPPORTED CHILD CARE MAKES SENSE

WHY EMPLOYER-SUPPORTED CHILD CARE MAKES SENSE.......

In this year of our Nation's two-hundredth birthday, it is natural to reflect upon our history, our progress, our present state, and our future.

To look to our future, we must examine the state of our Nation today, and the status of our Nation's future leaders.....our children.

- . One out of every 4 children in the United States live in families with incomes below poverty level. [1]
- . Between March 1970 and March 1975, the total number of children in families dropped substantially, while the number of children whose mothers were working increased over 400,000 per year. [2]
- . 27.6 million children in this country have working mothers..... 6.5 million of those children are under 6 years old. [3]
- . There are just over 1 million spaces in licensed child care facilities of all varieties (part-day and pre-school included) in the entire country. [4]
- . One in every 3 mothers of children under age 6 is working [5]
- . The majority of mothers working are supplementing (out of need) or supplying the family income [6]
- . The majority of working mothers are using informal, unlicensed child care, or no care ("latch-key" children)
- . Millions of children in their most formative years (0-5 years) are lacking the support and attention they so desperately need.

---

[1] *"7 million children live in families below poverty line, New Fact Book says"; Day Care and Child Development Reports, February 2, 1976, P. 4*

[2] *"Children of Working Mothers, March 1975"; Summary, Special Labor Force Report, U.S. Department of Labor, August 1975, P. 1*

[3] *Ibid.*

[4] *"The Urgency of Child Care"; Joyce D. Miller; AFL-CIO American Federationist, June, 1975, P. 2*

[5] *"The Realities and Fantasies of Industry-Related Child Care," Proceedings of a Symposium Hosted by the University of Colorado Medical Center, Office of Child Development and Child Care Project, May 21, 1973, P. 8*

[6] *"Women Workers: Profile of a Growing Force"; Carolyn J. Jacobson AFL-CIO American Federationist, July, 1974*

Telescope Profile - One State .....Nevada

The 1970 Census revealed that:

- 47% of Nevada's women work outside the home (1970 National figure = 43%) 7 /
- 78% of our women who are "heads of household" with children under age 18, are working (1970 National figure = 59%) 8 /
- There are 25,192 children under age 6 whose mothers are working (Vital Statistics Est.)
- There are 79,885 children under age 18 whose mothers are working (Vital Statistics Est.)

* . 73.4% of our women who are "heads of household" with children under age 6, are working

*Nationally, the number of children under age 6, with working mothers who are "female heads-of-household" increased 71% from 1970 to 1975. If Nevada's women have followed the National trend, we can safely project a far higher percentage of work force participation today of this statistic alone.

As is the case nationally, Nevada's Birthrate has declined substantially; however, there would still be an increase in the number of Nevada children of all ages, with working mothers (whether the mothers "followed" national trends, or not) due to Nevada's population growth (second highest in the Nation).

Today's FACT: Two independent Nevada surveys (State-Wide Union, and Clark County) found that: "The majority of families use informal child care arrangements completely outside licensed forms of care. Efforts to protect and assist in the development of young children through standards, training, and consultation with licensed child care operations can have only a limited effect, so long as the majority of child care used by local families is completely unlicensed."

---

7 / *Ibid.*

8 / *"Children of Working Mothers, March 1975"; Summary, Special Labor Force Report, U.S. Department of Labor, August 1975, P. 4*

Profile Continued

Today's FACT: Over 17,000 Nevada Children under age 6, with working mothers, receive unlicensed child care

Today's FACT: over 72,000 Nevada Children of all ages, whose mothers work, receive unlicensed child care (Nevada licenses Before and After- School Care as well as the care for pre-schoolers)

Today's FACT: "Licensed Child Care" in Nevada means that the children are in a life-safe environment, with caring, trained, and being trained caregivers, a selection of learning and physical development materials, and the proper nutrition to develop healthy bodies and minds. It is not always a guarantee for meeting the full developmental needs of the children, but it is far better than custodial "care", or no care at all.

There are hundreds of other statistics to quote, but their message is the same.....The structure and nature of our major institution, The Family, has changed as dynamically as our work force, our economy, our mores.

Judith Helms, in her February 21, 1975 prepared testimony for the Joint Hearing of the Senate Subcommittee on Children and Youth, the Senate Subcommittee on Employment, Poverty and Migratory Labor, and the House Select Subcommittee on Education, summerized our situation:

> "Women will go on working regardless of what actions are taken by this Congress. The lack of access to quality child care will not eliminate the economic necessity of supporting a family. Rather, failure to provide quality child care to those who need it will simply force families to settle for custodial care. And, it will be the children who suffer as a result of this ostrich-like approach we often hear advocated. The problem will not go away by ignoring it. It is not a question of encouraging women to leave home. Rather, women working and leaving home are facts which have existed and which continue to increase in spite of rising unemployment and in spite of decreases in family size."

Our children are the product of this changing society.....and they are our Nation's future leaders.

Historically, we have addressed the problems of our children after the damage is done, at a huge social and economic cost!

Employers throughout the U.S.A. have decided to invest in our future now, before it's too late. Their reasons vary.....from improving employee morale and increasing productivity, to a simple concern for the Community's Children. Their methods vary.....from providing quality child care where their employees work, to helping their communities develop a broad range of child caring services.

Whatever these Employers reasons or methods are, their investment in children can never totally be measured in dollars.....but their investment makes SENSE.

CHAPTER II

WHAT EMPLOYER-SUPPORTED CHILD CARE IS

WHAT EMPLOYER-SUPPORTED CHILD CARE IS.....

An investment in today's children and tomorrow's leaders varies in rationale and method from employer to employer. We found that no two employers approached the need for child care for their employees and/or community children in exactly the same way. Even the companies within consortiums varied in the extent of their support.

THE HISTORY of employer-supported child care dates back to the beginnings of federal support of child care (since some employers then and now use government funds, tax deductions, etc., to aid their programs).

Prior to the Depression of the 30's, the United States was the only major industrial country that did not provide some type of federally funded child care program. From 1933 to 1940, the government spent $3.1 million on child care and provided services to 300,000 children.

As the United States entered World War II, employer-supported child care had its major beginnings. "Between January 1941 and January 1944, the number of employed women increased by 4 million. In August 1942, the War Manpower Commission ordered a program of federally supported child care centers for the children of working mothers in war-related industries.....almost at the same time, Congress passed a community facilities bill, the Lanham Act, which provided... for facilities including child care centers, to the same industrial area." 9 /

The Lanham Act of 1943 provided $51 million for 3,100 child care centers. One example of employer support was the Kaiser Company's two large "Child Services Centers". The company built the centers to provide child care for company employees on a war-time cost-plus contract. They were successful 24 hour operations, 364 days a year.

At the end of the War, centers were closed as quickly as they had opened.

"With the return of hundreds of thousands of servicemen to the civilian job market at the War's end, the doors slammed shut again on women and child care centers closed down. Now that the men were back, the big push was to return women to the kitchens and to baby making," recalls Congresswoman Bella Abzug. 10 /

With the changes in the economy and the structure of The Family, mothers, as we have seen, did not remain in the home. Most of them have returned to the labor market out of necessity.

In the 60's, thirteen million new jobs were available, and women filled over 60 percent of them. Now, in the 70's while the birthrate declines, the number of children with working mothers increases.....400,000 per year.

---

9 / *"The Urgency of Child Care"; Joyce D. Miller; AFL-CIO American Federationist, June 1975, P. 4*

10 / *"Woman Power! A New American Doctrine"; Representative Bella S. Abzug; Redbook Magazine, February 1976, P. 34*

Through the years, the federal government has made some provisions for support of child care/early childhood education programs: The 1962 Social Security Act Amendments; the WIN program in 1967; Headstart; Follow-through; Title IVA, and now Title XX.

Efforts by many to achieve comprehensive legislation to provide for the needs of children, particularly quality child care, have been lost to presidential veto, or the opposition calling it a "Communist plot."

TAX INCENTIVES for employers' support of child care have passed Congress. These "incentives" have no doubt assisted existing employer programs, but our personal interviews revealed that they were not considered part of the primary rationales for support.

The Revenue Act of 1971 liberalized child care deductions for individuals (and the Tax Reduction Act of 1975 increased the income levels of eligibility), but it also made special provisions for businesses:

> "A business may deduct, proportionately over a 5-year period, the expense of acquiring, constructing, reconstructing, or rehabilitating property for use as a child care facility primarily for employees' children. Such amortization must be for tangible property which is of a character that would otherwise be subject to depreciation. The provision applies to buildings and equipment, or portions of them, actually used for child care services; that is, facilities in which children receive such personal care, protection, and supervision in the absence of their parents as may be required to meet their needs.
>
> "This provision applies to a room or rooms and play equipment or materials particularly suited to the needs of children being cared for during the day. It does not apply to general purpose rooms used for other purposes; for example, as an employee recreation center during the evening. Nor does it apply to a room which is simply screened off for use by children during the day. Features used such as kitchen facilities connected to the child care area or children's special toilet facilities could be included within the provision of the law.
>
> "The deduction is permitted for expenditures made between January 1, 1972, and January 1, 1977. Congress plans to evaluate the effectiveness of the provision during this 5-year period." 11 /

"A 1969 Amendment to the Labor-Management Relations Act of 1947 permits employer contributions to trust funds for the establishment of child care centers for pre-school and school-age dependents of employees." 12 /

---

11 / *"Federal Support for Day Care"; Day Care Facts; Women's Bureau, Employment Standards Administration, U.S. Department of Labor, pamphlet 16 (Rev.) 1973, P. 5*

12 / *Ibid.*

"The Amended Internal Revenue Code, Section 162, prepared by I.R.S. includes day care as a business expense. The explanation reads:

> 'A Corporation's payments to a day care center to provide for pre-school children of its factory employees while they are at work are ordinary and necessary business expenses deductible under Section 162 of the code.....
>
> 'The stated purpose of the taxpayer (a manufacturing business in this instance) in providing the availability of the day care center is (1) to provide an employee with a place to send his or her child while at work knowing that the child is receiving proper care, (2) to reduce absenteeism, increase productivity, and reduce company training costs, and (3) to reduce employee turnover.' " 13/

SUCCESSFUL EMPLOYERS supporting child care seemed ironically to have chosen the sequence of rationale stated in the I.R.S. explanation above. Of the employers we interviewed or read about, the major premise for support was to improve employee morale (and the status of the children) by providing "proper care" for the children. The productivity and turnover terms followed, as in a syllogism of either assumed or ultimately proven conclusion.

> "Industries make the mistake of trying to measure it (child care) in dollars; look at the people and not at the profit..... you'll have a satisfied, content employee that will really produce." Verna Brookins, Community Relations Administrator for Polaroid Corporation made this statement to us as her "personal belief."

SUBSIDIZED CHILD CARE AS A "SERVICE": THE POLAROID EXAMPLE

Mrs. Brookins, who administers Polaroid's child care project, calls the program "a service, not an employee benefit."

The service is available to income-eligible employees only. The employee submits an application which is reviewed on the basis of income and number of dependents. Eligible parents pay on the basis of a sliding fee scale established by the Boston Office of Children. Polaroid guarantees the balance of cost for normal rates in the area, though their cost varies from center to center.

Polaroid will subsidize child care in "any licensed facility in the State of Massachusets." Last year, employees' children's care was subsidized in more than 100 centers.

13/ *"Child Care Briefs" Newspaper; Bobbie J. Creque'; United Way of America, Labor participation Department, March, 1974*

The service is not part of Polaroid's public relations to recruit employees; "it is listed only in the employee brochure."

"It isn't done for Polaroid's benefit, so we don't publish costs and reports. It's done because it's needed."

In mid-1976, Polaroid will put together a report reflecting among other things, the effects on turnover, absenteeism, etc.; the report will not be made public.

……

> "(Our) policy is to encourage husbands and wives to work together. .....to facilitate this policy, the Company has stimulated the development of the Child Care Center. Consistent with current research in the field of management, Abt Associates feels that the day care center as well as other amenities...facilitate good morale, higher productivity, better relationships among staff, and so forth."

COMPANY-BASED, EMPLOYEE-SPONSORED CHILD CARE: THE ABT. ASSOCIATES EXAMPLE

The above policy statement came from an interview at the Cambridge, Massachusetts based research firm of Abt. Associates, Incorporated.

The firm's only direct involvement in the Center is the provision of rent-free space within the company building.

"Children's Village" is the name of the non-profit center, which relies heavily on parent involvement and support. It is governed by a board of 7 parents and 7 staff.

Fees for the Center are high, but our consultant felt that the fees reflected the high caliber of care. The fees range from $59.00 per week for infants 3-12 months old, to $49 per week for preschoolers 3-5 years old.

The facility operates five days per week, 8:30 am to 5:30 pm. The children receive nutritious meals and snacks (kitchen within the Center).

Children are grouped by age; each group has specific physical and curricular areas and varying staff/child ratios:

3-12 months.....1:4 ratio
12-24 months.....1:5 ratio
2- 3 years......1:6 ratio
3- 5 years......1:7 ratio

The staff works diligently to promote individuality and variety, but to problem solve as one united body with one primary concern.....the children.

One good example of group problem solving is the fact that all staff are paid the same salary.....$5,600 per year. Because of budget priorities, the staff decided that wages should remain a fixed variable. After working under this system, the group concluded that placement of staff with respect to type of job is much easier.

....

> "For each student teacher the Center employs, a free course is given to any employee of the Center."

EMPLOYER, EMPLOYEE, GOVERNMENT, COMMUNITY CHILD CARE COMBINATION: THE STRIDERITE EXAMPLE

Striderite's Child Care Center is located inside the Roxbury, Massachusetts factory in a converted office space area.

It appears to be an excellent example of a combined effort to support the needs of children.

The Center is a separately incorporated non-profit organization. The governing board consists of:

- 3 company representatives (the Director of the Center counts as one)
- 3 Community representatives
- 3 parent representatives
- 2 staff representatives

"Children's Center" receives its direct funds as follows:

1) The employee using the Center pays 10% of his gross factory income per week as a fee ($10 minimum, $25 maximum)

2) The Striderite Charitable Foundation pays the remaining portion of the fee (the weekly fee is $47.50 per child. The Foundation has given over $100,000 since 1970)

3) New Careers (Federal program subsidizing employees wage and paying for schooling).

4) U.S.D.A. Lunch program reimbursement

5) Department of Public Welfare. The Center was established to aid the Community; therefore, the Department pays the $47.50 per week for eligible children.

The Center enrolls 30 children, 15 employee children and 15 community Children, giving them a comprehensive program covered by the fee:

1) 1:5 staff/child ratio (children's ages range from 2½ years to 6 years)

2) Nutritious breakfast, lunch, snack

3) Dental care for each child

4) Mental health services

5) Family social services

6) Regular field trips

Free consultants include a Pediatrician, Mental Health Consultant, Auditor from Striderite, Industrial Nurse. The Dental care is provided by Boston University.

The Center uses paid staff, free consultants, volunteers, work study trainees, student teachers, N.Y.C. aides, and so forth. The arrangement of providing a free course to any employee of the Center for each student teacher in the Center, allows the regular staff the benefits of higher education. (Two of the employees obtained their degrees while working there).

Children's Center is also responsible for providing guidance and counseling on child-related and family-related problems for all the Striderite employees.

……………………………………………………………………

"Our Child Day Care Centers work because labor and management both have given them such high priority and such intense commitment," states Sam Nocella, International Vice President of Amalgamated Clothing Workers of America in their brochure, "We have seen the future, and it works."

UNION AND EMPLOYER-SUPPORTED CHILD CARE: THE AMALGAMATED CLOTHING WORKERS AND EMPLOYERS EXAMPLE

The Brochure continues, "The idea originated with a European trip by .....Sam Nocella. Impressed by the effectiveness of European day care centers, Mr. Nocella returned.....and began the negotiations with industrial and Union leaders which led to the development of the first ACWA Child Day Care Center in Verona, Virginia in 1968.

"Today there are six such centers in year-round operation (Verona; Baltimore; Chambersburg; Hanover and McConnellsburg, Pennsylvania; and Winchester, Virginia), serving some 1,400 children aged two to six."

"Approximately 75 area clothing manufacturers contribute a percentage of their total gross payrolls to a jointly operated health and welfare fund administered by seven trustees from labor and seven from management. Today this plan provides care for more children than any other private U.S. Organization." 14/

Our Consultant visited the Hyman Blumberg Center in Baltimore. It's capacity is 300 children, with an average enrollment of 234 children. The Center operates from 6:00 am to 6:00 pm; 5 days per week and occasionally on Saturdays as a service to manufacturers needing overtime employees.

Services include a fully equipped Medical Center which provides constant medical supervision with regular examinations and immunizations. Transportation and infant care are not provided.

The Center pays half the tuition and books related to courses taken to achieve teacher certification.

All Union Members are eligible for the day care services. They pay a token fee of $5 per week, whereas the Joint Board (Union and Employers) pays over one million dollars a year in operational costs for all Centers. (ACWA Union Members pay to the Amalgamated Social Benefits Association 2% of their total gross payroll hours in support of the Center and other Union services).

The Centers are non-profit and realize some additional monies (return) for their Lunch program (USDA)

Because of the economy (recent member layoffs), the Center is now accepting community children at $25 per week.

In Chicago, the Amalgamated Child Day Care and Health Center opened in March 1970. It serves 60 children. (Another one is probably in operation now). "Under the direction of an early childhood educator, the Center offers a complete range of educational, social, medical, dental and nutritional services without charge to participating families." 15/

"Like the Union's other services which are free for its members, day care is paid for out of the funds of the Amalgamated Social Benefits Association.

"The...Association is a trust which was established through collective bargaining between the employers and the Chicago Joint Board..... The employers under contract with the Joint Board contribute a percentage of the payroll into this fund." 16/

14/ *"The Urgency of Child Care;"Joyce D. Miller; AFL-CIO American Federationist, June 1975, P. 7*

15/ *Ibid.*

16/ *"A Union-Sponsored Day Care Center"; Amalgamated Social Benefits Association, Chicago Joint Board of ACWA, September 1972, P. 4*

……

"Our Company got involved and has stayed involved because of the benefits to the Community. The Northside Child Development Center is really a Community Center," states Gary Lohn, Manager of Public Affairs for Control Data Corporation of Minneapolis.

EMPLOYER CONSORTIUMS FOR COMMUNITY CHILD CARE: THE CONTROL DATA EXAMPLE

"Perhaps experience from the last two years of operation has better enabled us to cope with the daily crises that seem to abide in the world of day care. The experience has been valuable -- but so has our staff, parents and Board members in supplying us with a viable resource of people who function as a team, dedicated to the proposition that all Children are entitled to individualized developmental experiences," states the Northside Child Developmental Center 1973 Annual Report.

In 1971, eight large Minneapolis companies saw a community need for child care, and pulled together to support a large community center, centrally located for the employees and their companies.

Today, six companies remain involved. The primary firm seems to be Control Data Corporation. The other companies are: Pillsbury; Northern States Power; Northwestern Bell Telephone: Dayton's Department Store; and Lutheran Brotherhood Insurance Company.

The Center served more than 200 children in the first two years of operation. Children, ages 3 months to 13 years, have received services in a total day care program for infants/toddlers, preschoolers and elementary students.

Center operations in the second year totalled "$243,000 of which $58,000 was provided by the local businesses, $174,000 was made available under Title IVA...... and $11,000 by the U.S. Department of Agriculture," states the 1973 report.

Mr. Lohn considers the financial support a minor aspect of the companies' involvement. The companies seem to be assisting the Center on a regular basis in other ways; for example:

1. Participating on the Board. Mr. Lohn, who is Chairman of the Board, states the Center "is a separate non-profit Corporation, with a Board of parents using the Center; community people, and several businesses."
2. Providing Control Data experts to find a new location for the Center (the Center will be torn down to make room for a highway).
3. Working out lease arrangements for transportation vehicles: Control Data uses its contract capabilities to lease vehicles and the Center pays the costs. (Otherwise, the Center would have had to purchase the expensive vehicles or paid a higher leasing rate).

4. Lending business expertise to the Center's dealings with government red-tape: "Right now we are having some hassles because the government is limiting the facility's child care to income eligibles. We have a number of people who have been using the facility and now are $50 or so over the limit. We are going to sit down with the various agencies and look more carefully at sliding fee scales...we have no sliding fee scales now and there's no way we're going to allow these people to be kicked out into the street."

Control Data does not quote the Center as an "employee benefit," but the benefits have been proven through a statistically sound method of evaluation. The 1973 Report states:

> "For a 24-month period.....the average monthly turnover rate for mothers using the Center was 1.70%, while for all other females doing the same job, the average monthly turnover rate was 5.47%.....
>
> "In sum, the investigation of the effects of the Center on parents' absenteeism, turnover, and job performance continues to show a favorable and positive trend."

While it is the contention of all the employers with whom we spoke, that the investment of dollars and time can never fully be qualified, because of the immeasurable benefits to the child.....the future adult, Control Data's methodology and resultant "hard data" is significant.

……

> "About 2,550 parents used these services for almost 3,200 of their children. More than 60 percent of the parents were nurses..... sixty-seven percent of the Centers were in operation 6 or 7 days a week. More than 90 percent of the child care programs were subsidized by the hospitals, although the Centers charged fees." 17 /

HOSPITAL EMPLOYERS CHILD CARE SUPPORT
THE D.O.L. SURVEY

The Women's Bureau of the Department of Labor conducted a mail survey of hospitals in 1968. They found that 98 hospitals were operating child care centers for their health personnel. "Of those responding to the question on number of years in operation, 56 hospitals had established their centers within the past 6 years, and 16 within the last year. Nine had operated their centers for 15 years or longer.

17/ *"Day Care Programs Directly Connected with Employment"; Day Care Facts; Women's Bureau, Employment Standards Administration, U.S. Department of Labor, pamphlet 16 (Rev.) 1973, P. 10*

"It is possible that some hospitals may have closed their day care centers since the survey. On the other hand, the Bureau has learned that about 20 others have opened centers for the children of their health personnel," states the Bureau's 1973 book. 18/

While we were unable to visit a hospital center (because of limitations of time and money), we feel that such centers would be particularly effective for infant care; "sick children" isolation areas for children normally attending day care; 24-hour care; medical, mental developmental screening and care for the children through use of medical students and staff physicians (on rotation).

……

> "From a 1971 sample survey of 310 senior coeducational colleges and universities, it was found that there were 100 institutions operating 90 day care programs." 19/

EDUCATIONAL INSTITUTION EMPLOYERS SUPPORT OF CHILD CARE: A NEVADA EXAMPLE

Perhaps the most common form of on-site child care is that which is offered to children of students attending the various forms of higher education institutions. The Child Development "Labs" are now taking on an increasing number of the institution's staff children.

Programs for staff and students' children are a natural for educational institutions because of the availability of practicum students and work study students; care can be offered at a lower fee rate or a sliding fee scale basis.

The Clark County Community College in Las Vegas offers a rate significantly lower than the Las Vegas average for staff, student, and Community children.

The Center offers a pre-school curriculum and full day child care for eighty to ninety children. Five of the Center's staff hold teaching credentials in Child Development or elementary or special education. The remainder of "staff" are unpaid practicum students and work study students who are receiving federal financial aid.

While the present number of staff children represent only about 10% of the Center's children, the Center's director reports that there has recently been an increasing number of applications from the staff.

Two educational institution areas that are generally behind in providing child care for staff and student children are the high schools and the "Voc-Tech," schools.

18/ *Ibid. P. 9-10*

19/ *Ibid*

While the majority of high schools provide "home economics" curriculum, those schools that provide "education in parenthood" for both sexes, remain in the minority. Yet, the number of unwed mothers who are keeping their babies and have need to complete their schooling, is on the increase. 20 /

Again, the use of practicum and work study students would be a natural for high schools and vocational schools offering Parenting Education curriculum.

Community employers could assist those institutions that are short on budget, by providing or obtaining monies for equipment, materials, and salaries of regular staff.

....

> "Pepsico, Incorporated, as a direct service to a community, awarded a grant of $25,000 to the Day Care Council of Westchester County, New York, to help expand existing day care operations." 21 /

EMPLOYER SUPPPORT OF COMMUNITY CHILD CARE: THE D.O.L. SURVEY

Various employers have found ways to assist in meeting the community's child care needs without direct involvement in the facilities themselves. The Department of Labor reported in 1973 on the commitments by financial institutions:

> "Citibank of New York issues conventional interim, short-term loans for construction of child care facilities in the city. Upon completion the facilities are leased to the city, which hires the staff and makes the services available to the neighborhood. In addition, the bank is going outside traditional banking practices by lending money to community groups for renovating neighborhood sites to help meet day care needs.
>
> "Bankers Trust Company of New York assists in the expansion of child care services by providing funds both to private developers and nonprofit operating groups for the construction of day care facilities. Special loans to nonprofit groups, including some that had been refused by other banks, enabled fledgling centers to make renovations or purchase equipment necessary to qualify for city funding. The bank helps its employees find licensed centers to suit specific needs and engages in programs designed to increase public and employee awareness of child care.

---

20 / *"Children of Working Mothers, March 1975"; Summary Special Labor Force Report, U.S. Department of Labor, August 1975, P. 2*

21 / *"Other Activities Directed Toward Meeting Day Care Needs"; Day Care Facts: Women's Bureau, Employment Standard's Administration, U.S. Department of Labor, pamphlet 16 (Rev.) 1973, P. 13*

> "Chase Manhattan Bank of New York funds programs for constructing and renovating centers. The bank is concerned with community non-profit groups.
>
> "The Hyde Park Bank and Trust Company in Chicago finances both profit and non-profit organizations that operate centers serving low and middle income neighborhoods.
>
> "The Urban Activities Committee of the New York Life Insurance Company has adopted child care assistance as a major area of concentration. Mortgage loans have been committed to finance the construction of seven new child care centers (four in New York City, two in Chicago, and one in Pontiac, Michigan). Also through a grant to a non-profit organization, a revolving loan fund has disbursed seed money to assist four additional centers in New York City." [22]

Employers have also become involved in community child care promotions:

> "The Metropolitan Life Insurance Company has issued "Industry's Share in Day Care" and "Day Care, What and Why." The first of these promotional booklets outlines industry's role in helping to accelerate the development of more day care programs. The second summarizes the features necessary for a good program and describes briefly the different kinds of progams.
>
> "The Bank of America National Trust and Savings Association of San Francisco has devoted an issue of its "Small Business Reporter" to advising prospective operators of day nurseries on the necessary steps to follow in establishing such businesses." [23]

While we have not contacted the above D.O.L. reported employers, mention of their involvement is made to exemplefy the varying methods of employer-supported child care.

……

> "The federal government must take the lead in making child care facilities available to all employees," stated Congresswoman Bella Abzug, in her December, 1975 letter to the federal General Services Administration.

GOVERNMENT EMPLOYERS SUPPORT OF CHILD CARE:
THE FEDERAL EXAMPLE

Federal employers at the National level are involved in support of child care for their employees; however, the rationale for support and the extent of involvement varies considerably.

---

[22] *Ibid*

[23] *Ibid. P. 15*

Of the seven major agency centers operating in the D.C. area, only two now receive direct funding from their agencies; the NIE (Education) and Department of Labor Centers continue to receive demonstration monies:

> "The NIE Child Study Center was established as 'National Demonstration Center in Early Childhood Education' in June, 1971. The center was utilized as an 'in-house research' facility and is extended through June '76 on this basis. Research areas include: social development, sex-role development, and heterogeneous and ethnic mix...NIE supplies all facilities and expenses of operation except rent for space and parents pay tuition on a sliding scale ranging from $20 to $35 weekly...Enrollment capacity is 40 children." 24/

....

The Department of Labor's Child Day Care Center was established in 1968 with Manpower research funds.

Since February, 1975, the Center has been operated by Educational Systems Corporation (a "private non-profit corporation") on a "grant-type situation, cost-reimbursement from D.O.L.", states Sandra Holmes, the Center's E.S.C. Director.

The Center is located in the old red brick "Auditor's Building," but parents and staff are hoping that the project can move to spacious quarters in the new D.O.L. building. The problem, according to Ms. Holmes, is money...money to move and equip the new facility. In addition, some Union leaders are encouraging parents to hold out for child care as an employee benefit and/or lower rates at the new facility. (There is a waiting list of 50 parents for the new place).

The Center has a capacity for 66 children, but 33 were currently enrolled at the time of our visit. Ms. Holmes attributed the lower enrollment to the new fees and other parents waiting for the move.

Rooms are cleverly divided by age groups to provide individualized, developmentally proper curriculum. Age groups served in the colorful quarters are 18 months through early 5 year olds.

E.S.C. has a contract with D.O.L. for a $125,000 operational budget. Parent fees account for 43% of the operational funds, with D.O.L. paying the remainder. E.S.C. does not have Title XX, nor U.S.D.A. reimbursements (though the program provides breakfast, lunch, and snacks).

24/ *The Department of Labor records, draft position paper for The Alliance For Child Care in Federal Agencies.*

Ms. Holmes stressed that E.S.C. is trying to provide a "cost effectiveness model based on the primary premise that parents can run a day care program." They do have a Parents Association and parents provide individualized services when needed (repairing toys, supplying transportation vans, etc.).

While an evaluation system for the Center's impact on employees has not been arranged with D.O.L., Ms. Holmes stated that their observations could show that absenteeism is reduced and morale ("in terms of having a secure place for their child") is improved. "We get many calls from people asking for names of agencies that provide child care for their employees."

....

The other five major agency centers were established in various ways, but are now operating primarily by parents and parent fees. One example of the parent-employee initiative is HEW's "Penthouse Nursery":

The "Penthouse Nursery" was originally operated as a research and development center funded by the Social and Rehabilitation Services in 1971.

When the demonstration project was over, the plans were to discontinue it. At that point, parents petitioned and marched, and they received $80,000 to help it continue (phase-out grant -- no on-going funds).

The "Nursery" offers pre-school and kindergarten for the 60 children ages 2 to 5 years.

HEW supplies space, utilities (except telephone), and maintenance, for the facility's operations on the top floor of HEW.

Any Federal employer may use the Nursery, but priority is given to HEW employees.

Parents pay a flat rate of $26 per week, while estimated costs are approximately $32, week. Additional funds are received from donations and from parent fund-raising projects.

The Parents Advisory Board (for the Nursery that obviously did not "phase out"), purchases all equipment and supplies needed, including food; they are hoping for U.S.D.A. assistance soon.

....

We did not visit the other four major agency centers, but the following information is indicative of the variety of approaches by parent-employees and their federal employers:

NIH Preschool Development Program: Opened July, 1973; established as "employee benefit and Secretary Richardson's approval"; run by E.S.C. until March, 1975, when parents assumed responsibility. Operational costs covered by parent fees, which are based on sliding scale, and scholarships which are provided by fund-raising activities and donations. Center pays rent and all costs; no federal monies except lunch subsidy from U.S.D.A.

....

Social Security Administration Employees' Day Care Center (actually, in Baltimore): Established in February, 1975, with seed money from the American Federation of Government Employees Union Local, Federal Credit Union, Employees Activity Association, Federal Women's Program and volunteers. There is a flat parent fee for the Center serving 45 children. The S.S.A. agency provides no money or space, but management involvement is being sought.

....

The Department of Agriculture Child Care Center: Opened in May, 1968, under the sponsorship of two employee organizations...the Plant Industry Station Employees' Association and Agriculture Research Employee's Association. Parents pay flat fees. The Agency furnishes space. (The D.O.L. Center recently talked with them regarding "inter-agency agreements" for services to Agriculture employees).

....

N.A.S.A. Goddard Child Development Center: Established in June, 1973, by parent-employees; operated by parents who pay a flat weekly fee. The N.A.S.A. Agency supplies space.

....

As we have just exhibited, Federal employer involvement in support of child care, parent involvement, and parent payments, vary in extent, rationale, and methodology, just as is the case in the private sector.

Our timely visit to Washington, however, gave us a glimpse at the future of government employer support of child care and the probable effects on private sector support.

Words, definitions, rationales, were tossed about in the halls of federal agencies, in the offices of Women's Organizations and national unions....."Agency Mission"....."Administrative Authority".....Employee Services"....."Employee Benefits"....."Personal Deduction or Business Expense"....."Recreational Activity" instead of "Concession"..... "Employee Welfare"....."Executive Order"....."Equal Opportunity".....

It was a time of exciting discussions and personal frustrations for those people who had worked so hard the past few years to solidify the role of the federal government in the support of child care. To an outsider, the "crisis" at the time may have seemed to be minor issue, but to these people, it was not.

It was a time when the action and support of many paid off.

We will discuss this issue in the next chapter.

……

EMPLOYER SUPPORTED CHILD CARE DEFINED:

I. "A variety of ways for an employer to make an investment in today's children...and tomorrow's leaders.

II. "Employers supporting child care are small companies, large companies, consortiums, banks, hospitals, unions and companies, government, others .....who call their support anything from "employee benefit" to "Mission" to "Community Service".....who have but one common denominator: they think that their investment of dollars and time makes SENSE.

III. "Employers who support child care are successful in their investment when:

* a. Their first concern is to provide quality care for the child, and assure the parent that the child's needs are being met.

b. They know that their investment can never totally be quantified because the ultimate measurement lies in tomorrow's adult.

c. They build in an "evaluation system" measuring the program's impact on the employee, the company's productivity, and the child ONLY to make decisions regarding revisions and future planning.

d. They remain committed to their primary goal, and/or they employ parents who are capable of recognizing the need for continued commitment.

* "Quality Child Care" is a term frequently used but rarely defined. Our definition:

> "Quality child care means that children are in a life-safe, developmentally healthy environment, with caring, competent caregivers."

We have devoted a year to devising an assessment tool for measuring "quality care." It has been tested, and is currently being refined. You will find the original System in Appendix D "Yardsticks for Quality."

Because there is no one "right" way for employers to support child care, and because communities vary in their child care needs, we have devoted a chapter to the employer's necessary steps in the decision-making process. (How You, An Employer, Can Support Child Care").

CHAPTER III

THE FUTURE OF EMPLOYER-SUPPORTED CHILD CARE

THE FUTURE OF EMPLOYER-SUPPORTED CHILD CARE................

In the last chapter, we spoke of our January, 1976, visit to Washington as a time of excited discussions and personal frustrations for those people who had worked hard to solidify the role of the federal government as an employer supporting child care.

It was a time when the actions of many segments of our nation's "community" paid off.

It was a simple matter, really; in November, 1975, the General Services Administration had quietly proposed regulations on the use of Federal space that included naming the employees' child care centers as "concessions" ...commercial ventures.

Opposition to the regulations (that were discovered by most people after the Holiday season), was two-fold: 1) "concession" meant payment of rent, and 2) child care as a commercial venture lost the status of an employee-related service or benefit.

While the number of federal employee centers is minimal, their sphere of support, we found, was outstanding.

As we have reported, the rationale for employer-support of child care vary, but in the end all groups agree that employer support makes SENSE.

As the letters and telegrams poured into G.S.A., the powerful Office of Management and Budget agreed to recommend postponement of the regulations and permission to view child care as an employee-related, rather than a commercial venture.

More important, O.M.B. verbally agreed to recommend that additional guidelines be developed by the Civil Service Commission to the effect that while the federal government will not commit substantial sums to child care, it endorses the establishment of programs where agency heads and employees can work out acceptable arrangements.

WHAT NOW?

If used effectively, O.M.B.'s endorsement can start a chain of coordinated efforts between C.S.A., O.M.B., and the eighty-plus members of The Alliance for Child Care in Federal agencies.

It was going to be our purpose here to give you a brief overview of groups like the Alliance; to evaluate their effectiveness, and to attempt a glimpse at the future of employer support through current rationales.

We found that:

1. The groups were too numerous to mention
2. They were extremely effective when reacting to regulations, legislation, etc.

3. Problems in affecting policy often were due to the fact that members had full time jobs apart from their strictly child care advocacy interests
4. Countless rationales for employer support have been clearly defined and documented, but not fully effected because of the above.

But the numbers of groups and individuals advocating employer support continue to grow and it is doubtful that the "move" will die out.

In the next chapter, we describe the steps an employer should take in initiating support of child care. If an employer is not familiar with the need, the following statements may be the most substantiated rationale previews for employer involvement.

Corporate Responsibility:

"We recognize that our corporation, like others, serves at the sufferance of society and must therefore be responsive to its needs.....We believe that people in our society do not want charity, but want reasonable solutions to their problems within a more responsive functioning of the system." 25/

"H.R.N. is convinced that not only will company involvement in the provision of day care become part of future 'personnel benefits' but that such provision will increasingly be viewed within the broader context of a company's overall approach to corporate responsibility. In other words, most companies are becoming more responsive to non-wage/salary concerns -- related to the gradual improvement in the quality of working life. And although day care for employee children is not a direct part of most jobs, its importance to employee parents -- not to mention its importance to children -- will probably increase to the point that employers can no longer ignore its potential contributions to this quality." 26/

Federal Employer Commitment:

Under the able leadership of Department of Labor Women's Bureau Director, Carmen Maymi, the Alliance for Child Care in Federal Agencies may use the unbounded resources available to them by taking an initiative approach, on an individual assignment basis, to solidify the O.M.B. recommendation that C.S.A. work with them in each agency to establish programs where agency heads and employers can work out acceptable arrangements.

The Alliance includes representatives from the American Federation of Government Employees; Federal Women's Program and Equal Employment Opportunity coordinators; program specialists; agency managers; center directors; parent-employees, etc., from 46 Federal Departments and Agencies.

25/ *Report on Social Responsibility; Control Data Corporate Social Responsibility and Concerns Committee, April 1975, P. 1*

26/ *"Corporations and Kids: Company-Sponsored Day Care"; Corporate Responsibility Planning Service, Human Resources Network, June 3, 1975*

They may solicit the support of state government groups who recognize the impact of existing executive orders and equal opportunity employment Mandates. They have, and will continue to utilize, the growing power groups such as: The Citizen's Advisory Council on The Status of Women; the National Organization of Women (who have their own Child Care Task Force); The Coalition of Labor Union Women; United Way of America; Federally Employed Women; United Federation of Teachers. The list goes on, with thousands of individuals dedicated to the concept of employer support of child care, and the need for federal employer initiative.

Employee Morale and Recruitment:

The foregoing chapters have exhibited the experiences of successful employers who have supported child care primarily "to improve employee morale (and the status of children) by providing 'proper care' for the children." We provided substantiation of the premise that, to date, the interest in employee morale and the status of employee and community children later leads to less absenteeism, turnover, etc.

Failures, such as the At&T "prototype" may have been due to their hypothesis, as stated to us by Charles Sherrard, that you can balance the cost of turnover, training, etc., against the cost of child care support.

In a lengthy conversation with Charles Sherrard (a man who dedicated a great deal of time and effort to make the AT&T programs work, D.O.L. representatives stated) we couldn't help but feel that the stress on empirical data...the attempt to measure everything in dollars and cents, and the costly approach that was used but not required, such as meeting F.I.D.C. requirements (when they were not required and may not have been wanted), could have led to that failure.

Charles Sherrard has strong feelings about the lack of supportive federal legislation for employers and employees; tax deductions, he says, are not enough.

One thing is certain: January 1, 1977 means the end to the "Congressional evaluation" on the effectiveness of the Revenue Act of 1971, allowing employers to deduct expenses for child care facilities. Action must be taken to continue and enhance this deduction.

Surely it would help if the Alliance and others would utilize the proven experiences of those successful employers who support child care and children's services in general, in exhibiting that unquantifiable value of a child's life, and the employee-parent's morale.

Equal Employment Opportunity:

Will the major thrust for employer support of child care come from Equal Employment Opportunity Mandates?

We think so. Like all other equal opportunity problems that had to be forced or mandated, it will be the hard way to achieve something so basic to the needs of our Nation...the right of a parent to support the remnants of The Family, and the right of a child to a developmentally healthy environment.

The following are extracts from a review completed by Francis L. Clay, Treasury Department Equal Opportunity Program:

"Today, Executive Order 11478 remains the only present main bulwork for legally launching child care in the Federal setting, since it represents a basic affirmative action mandate to all Federal executive agencies to... provide the necessary resources to administer effective EEO programs that will benefit all of their employees' welfare. Further, E.O. 11478 places the responsibility upon the U.S. Civil Service Commission to assure that the affirmative action provisions of E.O. 11478 are carried out by the numerous Federal executive agencies. To wit: Section 3 - 'the Commission shall provide leadership and guidance to assure that personnel operations... carry out the objectives of equal opportunity for all persons....' Section 5 - 'The Civil Service Commission shall issue regulations, orders, and instructions...to assure that the executive branch leads the way as an equal opportunity employer, and the head of each executive department and agency shall comply with the regulations, orders, and instructions issued by the Commission under this Order.'

"The Civil Service Commission, in 1972 and 1973, moving to implement its assigned legal responsibilities, has since through its rules and regulations, issued Section 713.203 of its Federal Personnel Manual (FPM) Supplement 990-1 (Book III - Rules and Regulations of the CSC). 'Agency Program,' agencies were mandated -- to the maximum extent possible -- to participate at the community level ... in improving employment opportunities and community conditions that affect employability.

"To drive home this point to all agencies, in Appendix D , of its FPM Chapter 713, entitled "Equal Employment Opportunity" (Outline of Action Areas and Suggested Elements for Inclusion in Agency Plans of Action to Implement Executive Order 11478), the Civil Service Commission specifically directed in Item No. 6, the attention of all Executive agencies toward effectively meeting their child care personnel support concerns, by urging and re-emphasizing their responsibilities for:

"'6; Participation in community efforts to improve conditions which affect employability ... Cooperation with community groups in the establishment and support of child day care centers needed by employees or applicants.'

"Further, Commission written guidance, based on the EEO Act of 1972, has also prescribed action/status/ progress reporting requirements in all Executive agencies on this required particular area of Equal Employment Opportunity emphasis. These requirements are clearly spelled out in FPM Letter 713-22 of October 4, 1973, entitled "Equal Opportunity Plans" (Reference Attachment 1 to Appendix 1; and Appendix 11).

"It should be mentioned here in this context, that national policy for equal employment implementation in the public sector is also equally mandated in the private sector of our economy, upon all business and service contractors currently doing business with the Federal government. The Office of Federal Contract Compliance positively promulgated its latest Revised Order No. 4 in early 1974 to all covered contractors on this subject. This Order states that in order for Government contractors to meet their affirmative action obligations to the Government regarding all employees -- especially minorities and women, they are to '(h) Encourage child care, housing and transportation of employees and applicants with their firms.'"

The truth is, a "class action" suit could be initiated tomorrow, or ten years from now. Whenever, the proper suit could recognize the concurrent responsibility of state and local governments as "affirmative action" programs and contractors with the federal government.

If the main trust of employer support should come from this area, programs will undoubtedly be more costly and often "prototype-based."

We would prefer that employers recognize the SENSE of support of child care from the commom realization that an investment in children today will save us untold sums of social and economic costs tomorrow.

CHAPTER IV

HOW YOU, AN EMPLOYER, CAN SUPPORT CHILD CARE

HOW YOU, AN EMPLOYER, CAN SUPPORT CHILD CARE........................

Follow the ABC's

- Approach your decision on the nature and scope of your investment systematically.
- Be sure that each decision you make is aimed at the ultimate goal of assuring quality care for the children.
- Conduct a survey of your staff to determine the most capable and interested person(s) to assist you in research.
- Discuss employer-supported child care with employers already involved; with prospective "partner" employers; with your management staff.
- Enlist the services of the local child care licensing specialists, and state or local Office for Children (if any). These people can inform you on the licensing regulations and assist you (without cost to you) in reviewing available funding and personnel resources.
- Follow the advice of the licensing and community child development specialists in making your decisions on the needs of the community; the types of funding worth pursuing; and the essential elements of a quality program.
- Guide your research staff in developing a "needs survey" of your employees.
    - If you and your "partner" employers have made a decision as to a probable child care facility site, this should be reflected in survey ("distance of employee homes to projected site").
    - If you have not decided on a site, your survey should reflect an "employee choice" question, quoting only the arrangements that you can afford (based on your decisions above). Don't forget that there are multiple ways of funding, including parent fund-raising projects, community parent fees, and so forth.
    - Include questions in your survey regarding (a) family size: (b) family income; (c) present and desired hours of care; (d) present care arrangements used by child age groups; (e) type of care desired for age groups.

- Help your interested employees develop a Parent Advisory Committee. This Committee is essential to your development of a quality, maximum-use program. They will have additional ideas for funding and personnel resources. They can verbalize the child care needs and desires of other employees beyond the findings of your survey. They will give you support that you need, and they will get involved.

- Introduce the community licensing and child development experts to the Parent Advisory Committee, and involve them in your project.

- Jointly, plan now! Use all the above personnel resources and research data, to finalize plans for your investment. Don't let your planning committee forget to:

    - Keep track of that ultimate goal.
    - Learn from their experiences in this exciting endeavor.
    - Maximize the use of free qualified Community personnel.
    - Negotiate all service contracts, using the business expertise of the staff.
    - Originate a "fact sheet" on all free Community services that can be used in your program (for example: developmental testing; hearing and vision screening; Medical school students; Child Development students; volunteer groups; and so forth).
    - Prepare for some disappointments and a lot of rewards!
    - Qualify the child care program through use of trained personnel and regular staff-development procedures.
    - Require parent involvement of some kind in the program itself.
    - Study the laws regarding business deductions for your business and your child care program (for example: "The Revenue Act of 1971").
    - Try their own innovations in program design.
    - Utilize every available method for cutting costs except those methods that affect the high quality of care your children need.
    - Verify the claims of prospective contractors regarding license, program, and reputation!

- Work diligently to make that investment as rationally and as quickly as possible (so as not to discourage the people helping you).

- X-out the costs for expensive equipment. Your Community child development specialists can suggest cheaper (and more child-stimulating) methods.

- Yield to the realization that planning is the first step only; successful programs require the continued commitment of all parties.

- Zero in on the fruits of your investment: build an "evaluation system" into your program. Regularly scheduled evaluations on the impact of the program will give you the insight needed for continued planning. Include provisions for data regarding employee turnover, absenteeism, productivity. Have parents evaluate the major aspects of the child care program.

Now you know all about the DOLLARS AND SENSE of a very special lifetime investment.

BIBLIOGRAPHY

A Union-Sponsored Day Care Center. Amalgamated Social Benefits Association. Chicago Joint Board of ACWA, September 1972.

Abzug, Bella S. "Woman Power! A New American Doctrine." *Redbook Magazine*, (February,1976), 34-35.

Avrin, Cookie and Sassen, Georgia. *Corporations and Child Care*. Cambridge: Women's Research Action Project, 1974.

"Business Latches On To The Day Care Center." *Business Week Magazine*, February 17,1975, 70B-70G.

Chapman, Jane E. Phd., *The Realities and Fantasies of Industry-Related Child Care*. University of Colorado Medical Center Symposium proceedings, May 21,1973.

Child Care Services Provided By Hospitals. Women's Bureau Wage and Labor Standards Administration Bulletin 295. Washington: U.S. Department of Labor, 1970.

"Children of Working Mothers, March 1975." *Summary, Special Labor Force Report*. U.S. Department of Labor. Washington (August,1975).

Civil Rights and EEO Laws Affecting Child Care. Washington: Women's Bureau, U.S. Department of Labor, summary paper.

Creque, Bobbie J. *Child Care Briefs* Newsletters (September,1973--December, 1974), United Way of America Labor Participation Department.

Curran, Joseph R. and Jordan, John W. *The KLH Experience, An Evaluative Report of Day Care in Action at the KLH Child Development Center, Cambridge*. Cambridge: KLH Child Development Center, Inc., 1970.

Day Care: An Employer's Plus. Women's Bureau Employment Standards Administration. Washington: U.S. Department of Labor, January, 1973.

Day Care Facts. Women's Bureau Employment Standards Administration Pamphlet #16. Washington: U.S. Department of Labor, 1973.

Day Care Services: Industries Involvement. Women's Bureau, Department of Labor. Washington: U.S. Government Printing Office, 1971.

"Employee-Related Programs, Relevant Thoughts." *Corporate Responsibility Planning Service*. Philadelphia: Human Resources Network, June 3,1975.

Hawkins, David I., Curran, Joseph R., Jordan, John W. *Industry Related Day Care: The KLH Child Development Center, Part I*. Cambridge.

Helms, Judith S. Prepared Testimony To The Joint Hearing of The Senate Subcommittee On Children And Youth, The Senate Subcommittee on Employment, Poverty and Migratory Labor and The House Select Committee On Education. Washington: Department of Labor file records, February 21,1975.

Jacobson, Carolyn J. "Women Workers: Profile of a Growing Force." AFL-CIO American Federationist, (July,1974).

Miller, Joyce D. "The Urgency of Child Care." AFL-CIO American Federationist, (June,1975).

"7 Million Children Live In Families Below Poverty Line, New Fact Book Says." Day Care and Child Development Reports, February 2,1976, p.4.

Northside Child Development Center 1973 Annual Report. Minneapolis: NCDC Board of Directors, 1973.

Ogilvie, Donald G. Employer-Subsidized Child Care. Department of Health, Education, Welfare publication. Washington: Inner City Fund, January,1972.

"Publication List. Selected Reprints from Young Children." Washington: National Association for the Education of Young Children.

Report on Social Responsibility. Minneapolis: Control Data Corporation, Public Affairs Department, April,1975.

Ruopp, Richard. A Day Care Guide For Administrators, Teachers and Parents. Cambridge: M.I.T. Press, 1973.

Subcommittee on Social Services and Welfare of the Secretary's Advisory Committee on The Rights and Responsibilities of Women. Background materials for "The Conference on Child Care and The Working Woman." Washington: Department of Health, Education and Welfare, June 1975.

Twenty Facts On Women Workers. Women's Bureau Employment Standards Administration. Washington: U.S. Department of Labor, June, 1974.

"We Have Seen The Future, And It Works." Amalgamated Clothing Workers of America AFL-CIO brochure, Baltimore Regional Joint Board.

APPENDIX A

CLARK COUNTY AND CULINARY UNION SURVEY COMPARISONS

Prepared by: Janet M. Bubnis, Consultant
to the Nevada Child Care Services Division

I. Introduction:

Both the Industrial Child Care Survey conducted by Youth Systems Unlimited, as well as the Child Care Survey done by Janet Bubnis, Consultant, questioned parents about their patterns of child care usage and on their priorities and concerns for their children. Each survey sampled different groups from the total population, used different methods of administering the questionnaires, and asked different types of questions. (See individual survey reports for further details). Many of the specific items included in the questionnaires touched upon common concerns, however, and it is the purpose of this paper to show the areas of agreement and discrepancy, by comparing and analyzing the results of the two studies.

II. Demographic Comparisons:

Both surveys used similar techniques for probability sampling, but sampled from different populations:

> The Industrial survey sampled only Culinary Union employees, whether or not they had children;
> The Bubnis survey sampled only parents of children under age 13, whether or not they were employed.

FAMILY SIZE:

More than 90% of the total respondents of both surveys had four children or less. The Industrial survey was composed of proportionately smaller families than the Bubnis' survey, however:

> 43% of the Industrial survey respondents had only one child;
> 28% of the Bubnis survey respondents had a family size of two or three persons (presumably only one child).

MARITAL STATUS:

The breakdown of marital status was quite different for the two respondent groups:

Marital Status	Industrial Survey	Bubnis Survey
Married:	53%	66.9%
Single:	30%	10.0%
Divorced:	14%	12.3%
Separated:	3%	8.7%

The greatest differences between the two groups are in the proportions that list themselves as "married" and "single." This is probably due to the fact that the Industrial survey contacted Union employees, whether or not they had children, so that a significant proportion of single persons were included. Since the Bubnis survey only included parents, and was not limited to employed persons, a greater proportion of married persons were included, with few parents listing themselves as "single."

EMPLOYMENT STATUS:

Because of the specific sampling techniques used, the Industrial survey included all employed persons, with 87% being full-time employees in the gaming industry. The Bubnis survey, in contrast, had only 38.5% of its respondents employed outside the home. Both surveys found that the majority of respondents employed outside the home worked a day shift.

REASONS FOR WORKING OUTSIDE THE HOME:

Both surveys concluded that the majority of women who have young children and who work outside the home do so because of economic necessity. A feeling of independence and self-fulfillment, and a desire to be able to afford a little more than just the basic necessities, were also found to be important reasons for seeking employment.

INCOME:

Different income categories were used in the two surveys, so it is difficult to compare the two groups very precisely:

> The 1970 Census for Nevada showed 14% of the population earning less than $5,000 a year; the Industrial survey had 19% of the respondents in this category; and the Bubnis survey had 27.8% (including families specifically chosen from Welfare rolls) or 10% (excluding Welfare groups in this category).
>
> The 1970 Census listed 26% of the population earning more than $15,000 a year; the Bubnis survey had 29.5% (including Welfare groups) or 39.7% (excluding Welfare groups) in this income category; and the Industrial survey showed 11% of their respondents earning more than $17,000 a year.

It appears that the Industrial survey has a slightly greater proportion of lower-income families; while the Bubnis survey (excluding Welfare groups) has a greater proportion of upper-income families.

III. Comparisons of Child Care Usage:

Both surveys asked parents about the type of child care they presently use:

TYPE OF CARE:	INDUSTRIAL SURVEY	BUBNIS SURVEY
Sitter in own home:	18%	58.1%
Relative or friend:	54%	49.0%
Day care center:	6%	14.6%

The large discrepancy in the proportionate use of a babysitter in the family's own home is probably due to the fact that in-home care on a full-time basis (as the Union employees would need) is both expensive and hard-to-find; while in-home care on a part-time basis (more than 60% of the Bubnis survey respondents are not employed) is a common practice in most communities. Both surveys found that informal child-caring arrangements by relatives and friends account for the majority of child care; and both discovered only a minority of families using any form of licensed child care.

COST OF CHILD CARE:

Both surveys found that the majority of families do not pay the full amount that it would cost to provide child care for their children. Most families use relatives and/or friends who charge either nothing or a greatly reduced fee.

The Industrial survey found a higher proportion of families with infants (60%) paying for child care, with the proportion decreasing as the child matured, until at age 15-18, only 3% of the families paid for child care. The assumption is that the greater responsibility and effort involved in caring for younger children on a full time basis (because these respondents were all employed) account for the greater proportion of paid-for child care in the younger age groupings.

The Bubnis survey, in contrast, found a smaller proportion of families with infants (28%) paying more than $10 a week, compared to 39% of the families with 3-5 year olds who pay more than $10 a week for care. The reason for this difference is presumed to be related to the fact that parents of infants use fewer hours of child care because they are less likely to be employed outside the home, and because when they do use child care, they are more inclined to prefer informal arrangements with people they know and trust. The higher cost for 3-5 year olds is associated with longer hours of care, plus a greater likelihood that parents will choose a more structured educational program, which would presumably be more expensive.

IV. Comparisons in Areas of Attitudes and Preferences:

Both surveys asked questions aimed at discovering what child care factors and aspects of programs were most important to parents in selecting care for their children:

COST:

While the Industrial survey found cost to be an important issue (55% of the respondents answered that it was "important" or "very important"), the Bubnis survey found cost to be "the most important factor" for only 7.1% of the respondents, with 16.1% of the families considering cost "the least important factor." A possible explanation for this discrepancy is that the Industrial respondents are all employed, so that child care represents a full-time necessity and a condition of their continued employment. The Bubnis respondents were predominately (61.5%) not employed, so that child care arrangements could be more flexible and would use fewer of their total resources.

EDUCATION:

An educational program was considered important by 54% of the Industrial respondents. 49.5% of the Bubnis respondents agreed that "the best thing about day care centers is their educational programs." Only 15.6% of the Bubnis respondents agreed with the statement "most child care arrangements place too much stress on trying to teach a child things," and 12.5% considered educational programs the single most important factor to them in selecting child care. Both groups, therefore, voiced support and endorsement of educational programs in child care.

QUALITATIVE FACTORS:

The majority (74.5%) of the respondents in the Bubnis survey considered "the caregivers are warm and loving" to be the single most important factor in choosing child care. The Industrial survey also found significant concerns about the non-tangible, qualitative aspects of child care: 48% of the Industrial respondents rated "child's preference" as important, and 47% rated "variety of activities" as important.

DIFFICULTY IN CHILD CARE ARRANGEMENTS:

Slightly more than one-third of the Bubnis respondents indicated that they've had "lots of difficulty in finding good child care." This was not found to be related to income level, ages of children, racial background, or geographical area of town, but seemed to affect all segments of the population. 17% of the Industrial respondents indicated thay they had child care problems.

Neither survey found that child care problems were important in accounting for employee absenteeism:

> Approximately 4% of the Industrial respondents miss work because of child care problems, and the average number of days lost per year is 6.5;
>
> Less than 4% of the employed persons in the Bubnis survey miss work once a month or more because of child care problems, and only 4.5% miss work once every couple months.

Parents of both groups were asked what they would do in case of an emergency or temporary loss of child care:

> About 81% of the Bubnis respondents have a relative or friend who could help out; only about 1% would leave the children unattended; and only about 2% answered that they "don't know" what they would do;
>
> Almost 60% of the Industrial respondents indicated that their child care is always available or they could find temporary care; 5% would leave the children unattended; 16% would have to stay home from work; and about 20% would make some "other" arrangement.

24-HOUR CARE:

Nevada has a 24-hour economy, and though most working parents are employed on a daytime shift, there is strong agreement (77% of the Industrial respondents and 90.3% of the Bubnis respondents) that child care should be available on a 24-hour basis.

SCHOOL-AGE PROGRAMS:

The issue of school-age programs for young elementary and junior high students whose parents work is one which has just recently begun to receive widespread attention and concern. 59% of the respondents of the Industrial survey indicated that they had need of an after-school program for their children. 66.1% of the respondents of the Bubnis survey who have school-age children agreed that "I don't think that there are enough facilities for the care of school-age children after school."

V. Summary

The two surveys described above differ in several important areas because they surveyed different populations with divergent child care needs. In several significant areas they showed a commonality of concerns and patterns of usage, however, which have implications for planning and policymaking:

1. The majority of families use informal child care arrangements completely outside licensed forms of care. Efforts to protect and assist in the development of young children through standards, training, and consultation with licensed child care operations can have only a limited effect, so long as the majority of child care used by local families is completely unlicensed.

2. Most families using child care pay friends or relatives a minimal amount for such care, nowhere near the actual costs of operating child care according to Federal or State standards. Any efforts to "tighten up" on forms of unlicensed care or to convince parents of the desirability of developmental (as opposed to purely custodial) child care will have to address the issue of costs and of parental ability and willingness to pay for this care.

3. Most women who have young children and are employed outside the home, work because of necessity. If they were not so employed, it is reasonable to assume that a fairly large proportion of them would need government financial assistance.

4. Most families surveyed seem to have found adequate means for coping with whatever child care problems they have. Problems with child care do not appear to contribute to a significant amount of employee absenteeism, and most families have alternate solutions in case of an emergency or a temporary loss of their usual child care arrangement. It should be noted, however, that the Bubnis survey found that more than 40% of the respondents indicated that they worried about their child being mistreated while he or she is being cared for by someone else.

5. The intangible, qualitative aspects of child care were found to be important to parents, as were educational components in child care programs. The two surveys differed in the extent to which the respondents rated cost as a priority factor, probably due to the differing child care needs of predominately employed (Industrial survey) and unemployed (Bubnis survey) parents. Strong support from both groups was demonstrated for 24-hour child care, and for school-age child care programs.

APPENDIX B

CULINARY UNION SURVEY

Prepared by: Youth Systems Unlimited, Consultant
to the Nevada Child Care Services Division

CONTENTS PAGE

1. Chapter I 1
Introduction

2. Chapter 2 3
Research Application and Procedures
    a. Research Population
    b. Sampling Type
    c. Questionnaire Type
    d. Questionnaire Tabulation and Data Compilation

3. Chapter 3 6
Major Revelations of the Industrial Child Care Study
    a. Data Presentation
    b. Child Care Services Problems by Age Group
    c. Child Care Service Problems by Shift Worked
    d. Lost Time from Work
    e. How Parents Cope with Temporary Loss of Child Care Services
    f. How Parents Find Child Care Services
    g. Type Residence Respondents Live In
    h. Family Size by Control Groups
    i. Cost of Child Care Services
    j. Would Parents Use a Child Care Program Sponsored by Their Employer or Union
    k. Child Care Facility Business Hours
    l. Parents' Need for an After School Program
    m. Age Group that Needs After School Program
    n. How Far Would Parents Transport Child to After School Program
    o. Important Features of Any Child Care Center
    p. Child Care Facility Location

4. Report Summary 23

5. Nevada Resort Association (NRA) Study Data 26

6. Non-NRA Study Data 35

7. Reno Area Study Data 44

CHAPTER 1

INTRODUCTION

The purpose of the primary research phase of the "Industrial Child Care Study" was to gather data by means of survey questionnaire to determine:

(1) the child care needs of working parents

(2) problem areas in child-care that are common to the majority of working parents

(3) parents' attitude towards different aspects of child-care services

(4) whether the need exists for a subsidized low-cost child-care program that could improve the social environment for both children and working parents

Nevada's two major population centers, Las Vegas and Reno, were the designated research sampling areas. All data gathered reflects conditions and attitudes given by respondents in those two (2) metropolitan areas. Every effort was made to select a representative group for sampling, and to minimize research bias in each step of the research effort.

The research phase began with the development and testing of questionnaire design. To establish and evaluate questionnaire relevance, validity, and the bias of non-response a sample questionnaire was pilot tested. Pilot testing was done separately on three (3) different control groups (A, B and C). The research techniques used in control group B resulted in a 70 percent response rate.

Questionnaire refinements were made at the conclusion of the pilot survey testing. No major changes were determined necessary by the research group. The expected rate of response for the major survey was projected to be approximately 70 percent (based on the results obtained from questionnaire pilot testing).

The random probability sampling techniques were used for both the pilot and major survey samples. All names were mathematically selected from a Culinary Union computer name list for the Las Vegas control group. The Reno control group was selected mathematically from the Union membership card index file.

Final results of respondency rate for both control groups, Las Vegas and Reno, were less than the anticipated response rate based on pilot-survey sample results. The actual number of questionnaires returned by the Las Vegas control group was 349 or 50 percent of those mailed. The Reno control group returned fifty seven (57) for a total of 43 percent.

The bias of non-response must be weighted by each group intent upon using data collected through this research project. Sample size was based on obtaining a 95 percent confidence level. The fact remains that how reliable and exact the data compiled really is, must be viewed in the context that approximately 50 percent of those surveyed chose not to participate in the research project. Although the exact reason for non-response is unknown, data gathered from those who did respond suggested that many potential respondents may have concluded they had no vested interest in revealing their particular child-care relationship.

CHAPTER 2

RESEARCH APPLICATION AND PROCEDURES

Research Population

The criteria for selection of a suitable population was based on:

(1) all sampling was to take place in the State of Nevada

(2) the group studied should be a major State of Nevada industry

(3) the labor group sampled should be the principal labor group in the major industry

Nevada's principal industry is gaming and tourism. Within the gaming and tourism industry, the largest organized labor group is under the jurisdiction of the Culinary Union. Hence, that labor organization was contacted and a suitable agreement was obtained where by they agreed to provide the research group with relevant information needed to conduct the survey sample.

Culinary Union Local #226, based in Southern Nevada negotiates labor agreements for their members with the Nevada Resort Association (NRA). There are thirty two (32) (NRA) hotels and casinos that negotiate under singular leadership when bargaining with the Culinary Union. Culinary Union Local #226 has approximately 21,000 members in the Southern Nevada area. Approximately 15,000 members are employed directly in (NRA) hotels and resorts.

The primary focus on data collection was given to those respondents who stated they worked at (NRA) hotels or resorts. For the purpose of comparing their child-care needs to others outside the (NRA) control group, data collected from non-NRA members in Southern Nevada will comprise a comparative labor control group, a third control group was comprised of members of Culinary Union #86 in Reno-Tahoe area of Northern Nevada.

Sampling Type

Random probability sampling techniques were used to select all survey respondents. Culinary Union Local #226 (Las Vegas) provided the research group with name lists. Respondent selection was based on the mathematical selection of names based on the ratio of total population divided by sample size needed. Sample size needed to obtain a ninety-five (95) percent confidence level was based on results taken from the pilot survey question of the ratio of respondents with children as compared to childless respondents. Selection of respondents for the Reno control group was subjected to the same criteria.

No attempt was made to stratify the sample and survey only respondents with children. This decision was based on the consideration that if the profile of child-care needs within the population being studied are to be made known, then all members should be sampled.

Questionnaire Type

A closed-end type questionnaire was used for the survey. That type questionnaire was used because the majority of respondents fall into the middle to lower socioeconomic grouping where experience has shown poor response to open-end lines of questioning. Many minority workers would be included in the sample with the possibility of some being semi-literate.

The sampling was conducted by mailing the survey questionnaire to each respondent's home address. If the completed questionnaire was not returned further attempts were made to gain the respondents confidence and cooperation.

Primary considerations for using a mail-out type questionnaire were based on the desire to eliminate interviewer bias, permit freer response while preserving anonymity, and allowed the research group to live within budgetary restraints.

Questionnaire Tabulation and Data Compilation

Returned questionnaires were hand tabulated. Each respondent was identified as to which control group they belonged to. The tabulated results of every question were double checked by two (2) or more people. Some tables total to a number greater than or less than 100 percent of the number of respondents answering the question.

The difference results from:

(1) all percentages are rounded to the nearest whole number

(2) in some instances respondents replied to more than one question category, hence, the total percentage would exceed 100 percent.

The decision to accept or reject a given answer was the responsibility of the research director. If insufficient data on the questionnaire (as a whole) made question results non-determinable the answers were declared invalid and not counted.

CHAPTER 3

MAJOR REVELATIONS OF THE INDUSTRIAL CHILD CARE STUDY

Data Presentation

The major emphasis in evaluating the collected research data will be devoted to the Nevada Resort Association (NRA control group). For purposes of comparison, however, data applying to the non-NRA and Reno control groups will be shown in juxtaposition.

The compilation of data as given in Table I is for the purpose of presenting a comparatory profile of how the three separate control groups, taken as a group, compare on several key aspects. Since the major emphasis of the research effort was to determine child-care needs, all data presented refers to the respondents within their respective control groups stated as a percentage of that group.

Specific data applying to the three control groups appears as follows:

Table I

Table shows the comparison of
data for the three control
groups, stated as a
percent of applicable group.

SUBJECT	NRA GRP. %	NON-NRA GRP. %	RENO GRP. %
Respondents have child	44	46	28
Full time employee	87	65	67
Respondent - primary wage earner	67	63	79
Respondent - married & spouse works	53	51	54

SUBJECT	NRA GRP. %	NON-NRA GRP. %	RENO GRP. %
Respondent - works to support living standard	81	81	84
Employed in food service or housekeeping	71	57	57
Total family income less than $ 11,000 annually	63	65	70
Respondent - married and have child(ren)	68	66	48
Married/have child/works day shift	63	65	73
Have child(ren) and works days	50	51	53
Respondent had no child-care problems	80	79	94
Respondent had child-care problems	17	19	6
Have child(ren)/do not pay for child-care	73	75	60

CHILD-CARE SERVICE PROBLEMS BY AGE GROUP

Given that a respondent stated they were having child-care service problems, Table 2 breaks down the respondent's answer on the basis of age group that respondent's child(ren) were in. Only 17 percent of the respondents in the NRA control group has child-care problems.

Table 2

Table gives percentage of parents
who had child-care problems in
given age groups.

CHILDREN'S AGE GROUP	NRA GRP. %	NON-NRA GRP. %	RENO GRP. %
0 - 2 years	25	7	-
3 - 5 years	37	29	100
6 -10 years	54	29	-
11 -14 years	36	21	-
15 -18 years	40	14	-

CHILD-CARE SERVICE PROBLEMS BY SHIFT WORKED

The majority of all child-care service problems apply to respondents working a normal dayshift. If a respondent has children, there is a 50 percent probability or better that they work day shift. If the respondent stated they were married and have children there is approximately a two-thirds probability they were working a day shift.

LOST TIME FROM WORK

Given that a respondent stated they have children, have had child-care service problems and have lost time from work, Table 3 gives the respondent's number of days of lost time for the 1974 calendar year for each respective control group.

Table 3

Percentage of respondents who lost time,
and the number of days lost in 1974 year.

LOST TIME FROM WORK 1974	NRA GRP. %	NON-NRA GRP. %	RENO GRP. %
17% that had child-care problems	25	9	12
Average number of lost time days per year	6.5 days	7.5 days	7.5 days

Table 3 data shows that only one-fourth of the NRA group (that had child-care problems) lost time from work. Both the non-NRA and Reno control groups had a lesser percentage of their respondents with lost time from work due to a child-care service problem. Viewed overall, and given that the respondent lost time, the actual time lost from work does not appear to be excessive.

HOW PARENTS COPE WITH TEMPORARY LOSS OF CHILD-CARE SERVICES.

Respondents in each of the three control groups were asked how they cope with a temporary loss of child-care services. Table 4 data shows that most respondents in each control group were successful in either contracting services that were always available or they were successful in finding temporary child-care when they needed it.

Table 4

Shows parent's response to a temporary loss of child-care services stated as a % of each control group.

PARENT'S SOLUTION	NRA GRP. %	NON-NRA GRP. %	RENO GRP. %
Find temporary child-care	37	46	35
Current services always available	22	24	24
Stay home from work	16	7	12
Leave child unattended	5	15	12
Other	21	12	18

Table 5 shows the statistical breakdown on the type child-care services respondents stated they were using. In Las Vegas, an average of 74% of all respondents who have children are not paying for any child-care services. The Reno control group showed similar results in that 60 % of the respondents with children were not paying for child-care services. In the majority of cases the husband and wife served as a child-care team. When their shifts overlapped or other complications existed, relatives helped out with child-care. Older children were caring for themselves and often babysit younger members of their family.

If a child was in the age group 0-2 years, there was a 60 % probability that outside child-care was being paid for. Day-care centers were not often used by any of the respondent control groups. Day-care was about 7 % of the over all child-care volume. Only 3 % of the respondents with children were paying [illegible] child-care services for their children if they were in the age group of 15-18 years.

Table 5

Percent using each type
child-care services given
respondent had children

TYPE CHILD-CARE USED	NRA GRP. %	NON-NRA GRP. %	RENO GRP. %
Husband or wife	29	33	24
Relative	25	31	18
Services unnecessary	19	21	18
Babysitter	18	12	18
Day-care center	6	7	6
No answer & other	9	12	24

HOW PARENTS FIND CHILD-CARE SERVICES

Parents used, almost exclusively, the word-of-mouth communication media to locate child-care. Table 6 data shows how that media compares to other types of communication when parents were in search of child-care services.

Table 6

Percentage of respondents
using each type
communication media

HOW RESPONDENTS FIND CHILD-CARE	NRA GRP. %	NON-NRA GRP. %	RENO GRP. %
Word of mouth	57	44	53
Newspaper	5	5	6
Yellow Pages	5	7	6
Other & No answer	35	47	44

TYPE RESIDENCE RESPONDENTS LIVE IN

Data refering to the type housing used by the three respondent control groups is given in Table 7.

Table 7

Percentage using each type
housing given the
respondent had
children

TYPE HOUSING USED	NRA GRP. %	NON-NRA GRP. %	RENO GRP. %
Single standing house	64	60	41
Apartment	21	21	12
Mobile home	4	12	24
Condominium	3	0	6
Other	7	7	18

The research group was interested in learning if a centralized or decentralized approach to providing child-care service would "best fit" the parents' child-care needs.

FAMILY SIZE BY CONTROL GROUPS

There were three children or less in approximately 85 % of the families, given the respondent stated their family had children. Table 8 data shows the breakdown of the percent of families that fall into each family size.

Table 8

Percentage of families having
a given number of children
per control group.

NUMBER OF CHILDREN PER FAMILY	NRA GRP. %	NON-NRA GRP. %	RENO GRP. %
one child	43	28	47
two children	27	42	35
three children	13	14	6
four children	8	7	6
five children	4	9	0
six children	3	0	0
seven children	0	0	6
eight children	2	0	0
No answer	10	0	0

COST OF CHILD-CARE SERVICES

Respondents stated they paid less for child-care services as the child advances in age. Although better than two-thirds of all families with children were not paying for child-care, if a child was in the age group 0-2 years, there was a 60 percent probability that the parents were paying for infant care. With each year of advancement in a child's age, fewer families will be paying for child-care for a given child. By age group 15-18 years the percentage of families still paying will be 3 percent, given they were in the group paying for child-care services.

Respondents reported the cost of child-care services were greatest for the 0-2 year age group. The majority of both Las Vegas area control groups stated they pay from fifty cents per hour to $1.49 per hour for child-care services. Reno respondents reported that rarely have they paid more than 99¢ per hour for child-care services.

The majority opinion for all three control groups was that they felt the price of child-care services were fairly priced. However, cost consideration is a primary factor that respondents' stated is very important to them when they are selecting child-care services.

Parent response to the question as to what they thought should be prime features included in a child-care program was emphatic. Respondents stated they will use the program if it is a low-cost program of good quality and variety; facility is in a convenient location; and they are sure their children will be happy there.

WOULD PARENTS USE A CHILD-CARE PROGRAM SPONSORED BY THEIR EMPLOYER OR UNION?

Given that a respondent had children, less than 20 percent of each control group stated they were having child-care service problems. Less than 8 percent of each control group, given the respondent was paying for child-care services, were currently using a day-care type program.

Respondents were asked if they would use a child-care program sponsored by their union or employer, providing it met their needs. A clear majority stated they would use such a program if it met their needs. Table 9 gives the results of respondents answers for the three control groups.

Table 9

Percent of respondents that would use a sponsored child-care program

SUBJECT	NRA GRP. %	NON-NRA GRP. %	RENO GRP. %
Would use sponsored program	71	60	47
Would not use sponsored program	14	14	29
Respondent gave no answer	14	26	24

CHILD-CARE FACILITY BUSINESS HOURS

The research data showed that a majority of working parents were assigned to a "day" shift. The parent groups were asked if they thought a child-care facility sponsored by their employer or union should be operated on the basis of 24 hours a day. Although the majority of parents now work day shift, they stated the program should be made available to the children of employees working any shift. Table 10 gives percentage results to question as given by respondents of each control group.

Table 10

Percentage response given
by respondents on child-care facility
hours of operation

HOURS OF OPERATION	NRA GRP. %	NON-NRA GRP. %	RENO GRP. %
Operate child-care 24 hours	77	70	82
Do not operate child-care 24 hours	5	2	0
Did not answer question	18	26	18

PARENTS' NEED FOR AN AFTER SCHOOL PROGRAM

The public school system serves the function of providing a child-care service for many working parents. In many instances the school day hours do not correspond with the same hour a parent's shift ends at work. When asked if their children would benefit from an after-school program (providing their child could attend) the majority of parents responded that they would. Table 11 gives the percent of parents who stated they would like an after-school program.

Table 11

Percent of respondents with
children who would benefit
from an after-school program

SUBJECT	NRA GRP. %	NON-NRA GRP. %	RENO GRP. %
Need an after-school program	59	53	59
Do not need after-school program	32	19	12
No answer given	9	30	24

AGE GROUP THAT NEEDS AFTER-SCHOOL PROGRAM

Given that parents responded their children would benefit from an after-school program, Table 12 shows respondents' need by age group.

Table 12

Percent of children whose
parents want after-school
program by age group

AGE GROUP NEEDING PROGRAM	NRA GRP. %	NON-NRA GRP. %	RENO GRP. %
5-8 years	34	30	12
9-12 years	22	19	29
13-18 years	13	14	29
No answer	40	49	35

HOW FAR WOULD PARENTS TRANSPORT CHILD TO AFTER-SCHOOL PROGRAM?

Parents who responded that their children would benefit from an after-school program were asked to give the approximate distance they would transport their children to such a program. The majority stated they would transport their children at least one-half mile. Table 13 gives the percentage of parents that would transport their children a given distance to attend an after-school program.

Table 13

Percent of respondents that
would transport child the
stated distance

DISTANCE IN MILES	NRA GRP. %	NON-NRA GRP. %	RENO GRP. %
Over 2	21	23	24
1-2	19	16	24
½-1	10	9	6
¼-½	6	0	6
No answer	44	49	41

IMPORTANT FEATURES OF ANY CHILD-CARE CENTER

Parents were asked to respond to a list of services or features that might be included in a child-care program. Each respondent was asked to check those services or features that were important to them. Table 14 gives the percentage response for each control group and the average percentage for the control groups.

Table 14

Gives percentage of respondents
desiring a feature of service
in a child-care program,
given they have children

SUBJECT	NRA GRP. %	NON-NRA GRP. %	RENO GRP. %	AVG. GRP. %
No answer	27	30	18	25
Convenience of location	55	44	59	53
Transportation provided	32	37	47	39
Special activities for teenagers	28	23	47	33
Infant care provided	27	21	47	32
Weekend & Holiday programs	21	16	53	30
Parents' Participation with child	31	37	18	27
Parents assist in planning program	26	16	29	24
Let staff handle entire program	23	7	24	18
Would not use a day-care program	3	3	0	2

CHILD-CARE FACILITY LOCATION

Respondent answers given in Table 14 indicate that respondents consider convenience of location to be very important. Of the NRA control group, 77 percent of the respondents worked on the Las Vegas Strip; therefore, a centralized facility located in the strip vicinity might prove acceptable to that group. The non-NRA control group employees are scattered over a large number of smaller businesses; hence, any attempt to provide a centralized child-care facility probably would not meet the test of convenience as viewed by these respondents. The Reno control group respondents worked over a widely scattered area ranging from the Reno/Sparks area to both the North and South shores of Lake Tahoe. A child-care program designed to meet the parents test of convenience would have to be close enough to the respondent's place of employment or home that they would use those services.

REPORT SUMMARY

Table 1 shows that a majority of the NRA respondents are:

(1) Full time employed

(2) are the primary wage-earner

(3) if married their spouse works

(4) have a total family income of less than $ 11,000.

(5) employed in food service or housekeeping

(6) if they have children they work day shift

(7) have no child-care problems

(8) do not pay for child-care services.

Table 2 shows the age group where respondents are having child-care problems, if they happened to be one of the 17 percent of the NRA group stating they were having problems. Child-care problems are not unique to any one age group. A program developed for the purpose of solving child-care problems should be evaluated on the basis of the percentage of parents paying for child-care relative to the frequency they were having problems in a given age group. For example, the 0-2 age group services are paid for 60 percent of the time and have 25 percent of the problems; but, the older group 15-18 years are paid for 3 percent of the time and of that group 40 percent of the parents paying for children in that age group were having child-care services problems.

The majority of parents having child-care services problems were having trouble on day shift. The fact remains that a majority of respondents worked day shift. Problems exist on all shifts but in terms of volume the greatest number of problems apply to day shift workers.

Table 3 shows that, of the 17 percent of respondents that stated they were having child-care problems, only 25 percent of the NRA group were forced to lose time from work. If lost time occured, the average number of days was 6.5 for the 1974 calendar year. Results for the two comparatory control groups were similar but with a lesser percentage of the respondents actually losing time from work.

Table 4 shows that a majority of the NRA control group either do not have interruptions in their child-care services and/or they are successful in finding temporary child-care.

Table 5 shows that a clear majority of all children are being kept by the family unit with no cost to the parents. Day-care centers are currently getting a low percentage of the potential volume that exists. If parents thought their needs were being met by day-care centers, and if the cost of services were not prohibitive, the report data suggests that this type child-care would be used more often.

Table 6 shows how parents find a source of child-care services. The single most effective means of advertising is by word-of-mouth. Other forms of advertisement are not effective for the purpose of getting parents to try a child-care service.

Table 7 shows that in Las Vegas the majority of respondents who have children live in single-standing houses. Apartments were also popular with few residents living in mobile homes or condominiums.

Table 8 shows that 85 percent of the NRA group families have three children or less. One-child families are the largest single group, making up 43 percent of all families with children.

Parents in the NRA group stated they are paying in a range from $ .50 - $1.49 per hour. Parents in the Reno control group stated they rarely pay more than $ .99 per hour. Both groups, given they were paying for child-care services, stated they thought the cost of child-care services they are now using were reasonable. The majority of parents are not paying for child-care services. A reasonable assumption is that many of the respondents might use services provided by a day-care center if the program met their needs and they could afford it.

Table 9 shows that better than 70 percent of the NRA control group would use a child-care program sponsored by their employer or union providing it met their needs. Results for the two comparatory groups were not as emphatic but show strong support for the concept.

Table 10 shows that parents want the facility operated on the basis of 24 hours a day. Data in this report (See table 1) shows that a majority of respondents, with children, are now working day shift. The results of the two comparatory groups showed similar results.

Table 11 results show that a majority want an after-school program. Their statement holds true for all three control groups.

Table 12 shows what percent of the respondents stated they needed after-school programs for the children of each specific age group. The data suggests that although parents are working day shift and using the public school system to care for their children, a problem exists in their approach to child-care. A conveniently placed after school program, that is not overpriced, is needed.

Table 13 shows that parents are willing to transport their children a reasonable distance to an after school program. A program that offered children transportation to the after school program should be very well received.

Table 14 shows that parents want a child-care facility that is conveniently located, provides transportation, has special activities for teenagers, provides infant-care, and has week-end and holiday programs for their children.

INDUSTRIAL CHILD-CARE STUDY

	#	%
Total questionnaires mailed	700	
Total questionnaires returned	349	50
Total questionnaires received that were NRA	255	73
Total number of respondents (NRA) with children	111	44
Total number of respondents (NRA) without children	144	56

Section 1
Question 1

EMPLOYMENT STATUS NRA	Number of respondents	%
Full time employed	223/255	87
Part time employed	6/255	2
Unemployed	25/255	10
No answer	1/255	1
		100%

Question #2

HOTEL WHERE PEOPLE WORK

#	%	Name	#	%	Name
4	2	Aladdin	5	2	Golden Nugget
20	8	Caesars Palace	1	1	Hacienda
2	1	Castaways	0	0	Horseshoe
9	4	Desert Inn	3	1	Landmark
13	5	Dunes	19	7	Las Vegas Hilton
9	4	El Cortez	29	11	MGM Grand
2	1	Four Queens	9	4	Mint
11	4	Flamingo	12	5	Sahara
4	2	Fremont	14	5	Sands
7	3	Frontier	3	1	Showboat
1	1	Golden Gate	1	1	Silver Slipper

#	%	Name	%	
22	9	Stardust		
6	2	Thunderbird		
14	5	Tropicana	77%	Strip
6	2	Union Plaza	17%	Downtown
8	3	Circus Circus	6%	No Answer
15	6	No Answer		

INDUSTRIAL CHILD-CARE STUDY

Section #1
Question #3

JOB TYPE	NUMBER EMPLOYED	% OF TOTAL (NRA)
Housekeeping	60	24
Food Service	119	47
Bar or Cocktail	20	8
Porters or Sanitation	12	5
Bellmen or Doormen	16	6
Other	17	7
Undetermined	11	4

Section #1
Question #4

MARITAL STATUS	TOTAL NUMBER	% OF TOTAL (NRA)
Single	76	30
Married	135	53
Divorced	36	14
Separated	7	3
Undetermined	1	1 (less than)

Section #1
Question #5

ARE YOU THE PRIMARY WAGE EARNER?	TOTAL	% OF TOTAL (NRA)
Yes	173	67
No	74	29
Undetermined	8	3

Section #1
Question #6

WHY DO YOU WORK?	TOTAL NUMBER	% OF TOTAL (NRA)
Necessity	170	67
Independance	23	9
Personal Fullfillment	18	7
Extra Family income	36	14
Other	1	1 (less than)
Undetermined	7	3

Section #1
Question #7

DOES YOUR SPOUSE WORK	TOTAL NUMBER	% OF TOTAL (NRA)
Single	118	46
Married	135	53
No answer	2	1 (less than)
Married (no work)	40	16
Married (work)	93	36
Day	59	63
Swing	16	17
Grave	9	10
Rotation	9	10
Undetermined	4	4

Section #1
Question #8

TOTAL FAMILY INCOME	TOTAL NUMBER	% OF TOTAL (NRA)
$3,000.-4,999	49	19
5,000.-7,999	66	26
8,000.-10,999.	46	18
11,000.-13,999.	22	9
14,000.-16,999.	16	6
17,000.-over	29	11
No answer	27	11

Section #1
Question #9

Question gives breakdown of the number of families having children of a certain age group given their marital status.

MARITAL STATUS	NUMBER	%	MARITAL STATUS	NUMBER	%
Single	76		Married	136	
No answer	15	20	No answer	14	10
No children	47	62	No children	44	32
Have children	14	18	Have children	78	68

Child's age	Number of children	Child's age	Number of children
0-2	6	0-2	21
3-5	8	3-5	36
6-10	5	6-10	51
11-14	5	11-14	29
15-18	4	15-18	36

MARITAL STATUS	NUMBER.	%
Divorced	36	
No answer	6	17
No children	14	39
Have children	16	44

MARITAL STATUS	NUMBER	%
Separated	7	
No answer	1	14
No children	2	29
Have children	4	57

CHILD'S AGE	NUMBER OF CHILDREN
0-2	3
3-5	1
6-10	8
11-14	5
15-18	6

CHILD'S AGE	NUMBER OF CHILDREN
0-2	1
3-5	2
6-10	4
11-14	6
15-18	4

Section #2
Question #1

Question gives results of the correlation of total respondents that have children to the shift they work.

SHIFT WORKED	NUMBER OF RESPONDENTS	% OF TOTAL WITH CHILDREN	
Day	59	(59/117)	50
Swing	33	(33/117)	28
Rotate	7	(7/117)	6
Grave	9	(9/117)	8
Undetermined	7	(7/117)	6
No Answer	2	(1/117)	1
No children	138	(138/117)	54 of total group

NOTE! Total percentage will not equal 100% because of % rounding and some respondents work more than one shift.

No Children Group is computed on the basis of all NRA respondents, i.e., 255.

Section #2
Question #2

Correlation of respondents with children to child-care services during their work hours.

FAMILY CHILDREN STATUS	%
1. Have children	44
2. No children	56
3. No child-care prob.	80
4. Yes child-care prob.	17
5. No answer	3

Section #2
Question #2 (continued)

AGE GROUP	TOTAL NUMBER	DAY #/%	SWING #/%	GRAVE #/%	ROTATE #/%
0-2 yr.	9	7/37	1/5	1/5	0/0
3-5 yr.	5	2/11	1/5	2/11	1/5
6-10 yr.	7	5/26	1/5	1/5	0/0
11-14 yr.	4	3/16	1/5	0/0	0/0
15-18 yr.	0	0/0	0/0	0/0	0/0
No answer	3				

Explanation of above data:

1. Have children - 111/255 i.e., have children/NRA total sample.
2. No children - 144/255 i.e., No children/NRA total sample.
3. No child-care problem - 89/255 i.e., Answered no/total NRA respondents having children.
4. Yes child-care problems - 19/111 answered yes/total NRA respondents having children.
5. No answer given to question/total respondents having children 3/111.
6. Breakdown of count on those respondents who checked they do have a problem. Number counted and percentage are computed on the basis of age & shift checked as a percent of all respondents who checked "yes" to having a child-care problem. Common denominator is 19 for computation.

Section #2
Question #3

Table gives the number of people who have missed work because of child-related problems and the average number of days lost given they had lost time.

RESPONDENT'S STATUS	NO.	%	AVERAGE NO. DAYS MISSED	TOTAL LOST
No children	144	56		
Have children	111	44		
Children and missed work	28	25	7.5	210
Children and no missed work	76	68		
No answer	7	6		

NOTE: Three respondents checked the blank indicating they lost time but gave no amount lost. Their time was figured on the basis of what the group average would have been had they been excluded.

Section #2
Question #4

Table shows what respondents do when they have a temporary loss of child-care services.

REACTION TO TEMPORARY LOSS OF CHILD CARE	NO.	% SOLUTION
Current services always available	24	22
Stay home from work	18	16
Children left unattended	6	5
Find temporary child-care	41	37
No Answer	23	21

Section #3
Question #1

Table shows the type residence a family lives in given that they have children.

RESIDENCE TYPE	NO.	%
Single standing house	71	64
Condominium	3	3
Mobile home	4	4
Apartment	23	21
No Answer	10	9

Section #3
Question #2

Table shows type child-care services currently being used by respondents.

TYPE CHILDCARE SERVICES USED	NO.	%
Day-Care center	7	6
Baby sitter	20	18
Husband of wife	32	29
Services unnecessary	21	19
Relative	26	25
Other	2	2
No Answer	8	7

Section #3
Question #3

Table shows how the respondent learned where to find child-care services.

CHILD CARE SERVICES FOUND	NO.	%
Newspaper	5	5
Word of mouth	63	57
Yellow pages	6	5
Other	8	7
No Answer	33	28

NOTE! Total percentage count is 102% because some respondents use more than one type media.

Section #3
Question 4,5,6

Table shows the percent of families by family size of the NRA sample, and gives the average number of child-care hours used per week correlated to family size.

NO. OF CHILDREN PER FAMILY	NO.	%	HOURS PER WEEK
One child family	48	43	21 hr.
Two children family	31	27	38 hrs.
Three children family	15	13	36 hrs.
Four children family	9	8	88 hrs.
Five children family	4	4	13 hrs.
Six children family	3	3	240 hrs.
Seven children family	-	-	-
Eight children family	1	2	60 hrs.
No Answer	11	10	-

Section #3
Question #4,5,6

Table shows the percentage breakdown on the number of children that are cared for by husband-wife combination or are kept by other relatives free of charge stated as a percent of all families having children in the NRA group.

AGE GROUP	NO. CHILDREN IN GROUP	% OF TOTAL CHILDREN GROUP.	
0-2 yr.	12	(12/30)	40
3-5 yr.	19	(19/43)	44
6-10 yr.	35	(35/51)	69
11-14 yr.	27	(27/34)	79
15-18 yr.	33	(33/34)	97

Table below shows the percent of all families paying within a given price range for their child-care services. Correlation is made by comparing hourly cost per age range/ total families with children in age range.

COST OF CHILD-CARE BY AGE GROUP

AGE GROUP	COST < .49¢ hr.	COST .50-.99 hr.	1.-1.49 hr.	1.50-2. hr.
0-2 yr.	7	33	20	0
3-5 yr.	26	21	2	7
6-10 yr.	10	10	8	4
11-14 yr.	0	15	6	0
15-18 yr.	0	3	0	0
No Answer	19%			

Section #3
Question 4,5,6

Table gives parents' attitude toward the cost of the services they use within the given age groups. Data applies only to parents paying for child-care.

AGE GROUP	MODERATELY PRICED	%	TOO EXPENSIVE	%	A BARGAIN	%
0-2 yrs.	(11/30)	37	(3/30)	10	(4/30)	13
3-5 yrs.	(12/43)	28	(9/43)	21	(3/43)	7
6-10 yr.	(10/51)	20	(15/51)	29	(2/51)	4
11-14 yrs.	(8/34)	24	(2/38)	6	(3/34)	9
15-18 yrs.	(3/34)	9	(0/34)	0	(0/34)	0

No answer 14%

Section #3
Question #7

Table shows how respondents select the type child-care for their children, given that they have children.

TYPE SERVICE	VERY IMPORTANT %	IMPORTANT %	NOT IMPORTANT%
Child's preference	28	20	8
Variety of activities.	22	25	7
Convenience	27	25	5
Educational program	40	14	8
Cost	35	20	6
Other	0	0	0

No Answer 36/111- 32%

Section #3
Question #8

Table shows respondents reaction to question 8, given that they have children.

REACTION	%
Yes	71
No	14
No Answer	14

Section #3
Question #9

Table shows respondents reaction to question # 9 given that they have children.

REACTION	%
Yes	77
No	5
No Answer	18

Section #3
Question #10

Table shows respondents' reaction to question #10, given that they have children.

REACTION	%
No Answer	9
No	32
Yes	59

AGE GROUP	%
5-8 yrs.	34
9-12 yrs.	22
13-18 yrs.	13
No Answer	40

Age group totals more than 100% because multiple age groups checked by some families.

Section #3
Question #11

Table gives respondent's answer to a percent of all respondents having children on how far they would transport children to after-school programs.

DISTANCE IN MILES	PERCENT THAT SAID "YES"
¼ to ½	6
½ to 1	10
1 to 2	19
Over 2	21
No Answer	44

Section #3
Question #12

Table gives respondent's preference on what should be included in child-care programs. Percent response is computed on the basis that respondent has children.

	%
No Answer	27
Convenience of Location	55
Parents' Participation	31
Special Activities	28
Transportation Provided	32
Facility for infants	27
Parents assist with Program	26
Weekend & Holiday Program	21
Let Staff Handle Program	23
Would Not use Day-Care	3

INDUSTRIAL CHILD-CARE STUDY

(Las Vegas Non-NRA Group)	#	%
Total Questionnaires mailed	700	
Total Questionnaires returned	349	50
Total Questionnaires received - Non-NRA	94	27
Total number of respondents (Non-NRA) with child	43	46
Total number of respondents (Non-NRA) without child	51	54

Section #1
Question #1

EMPLOYMENT STATUS NON-NRA

		%
Full time employment	61/94	65
Part time employment	8/94	9
Unemployed	23/94	24
No answer	2/94	2
		100%

Section #1
Question #2

Irrelevant in that no concentration of employers exist.

Section #1
Question #3

JOB TYPE	NUMBER EMPLOYED	% OF TOTAL (Non-NRA)
Housekeeping	18	19
Food Service	36	38
Bar or cocktail	6	6
Porters or Sanitation	1	1
Bellman or Doorman	6	6
Other	11	12
Undetermined	16	17

Section #1
Question #4

MARITAL STATUS	NUMBER EMPLOYED	% OF TOTAL (NON-NRA)
Single	26	28
Married	47	50
Divorced	16	17
Separated	2	2
Undetermined	3	3

"

Section #1
Question #5

ARE YOU THE PRIMARY WAGE EARNER	TOTAL NUMBER	% TOTAL OF NON-NRA
Yes	59	63
No	28	30
Undetermined	7	7

Section #1
Question #6

WHY DO YOU WORK?	TOTAL NUMBER	% TOTAL OF NON-NRA
Necessity	66	70
Independance	8	9
Personal Fullfillment	2	2
Extra family income	10	11
Other	0	0
Undetermined	8	9

Section #1
Question #7

DOES YOUR SPOUSE WORK	TOTAL NUMBER	% TOTAL OF NON-NRA
Single	43	46
Married	48	51
No Answer	3	
Married (no work)	14	15
Married (work)	34	36
Day	22	65
Swing	6	18
Grave	5	15
Rotate	0	0
Undetermined	4	12

Section #1
Question #8

TOTAL FAMILY INCOME	TOTAL NUMBER	% TOTAL OF NON-NRA
$3,000.-4,999.	28	30
5,000.-7,999.	18	19
8,000.-10,999.	15	16
11,000.-13,999.	12	13
14,000.-16,999.	4	4
17,000.- over	7	7
No Answer	10	11

Section #1
Question #9

This question gives breakdown of the number of families having children of a certain age group given their marital status.

MARITAL STATUS	NUMBER	%	MARITAL STATUS	NUMBER	%
Single	29		Married	47	
No Answer	5	17	No Answer	2	4
No Children	18	62	No children	14	30
Have children	6	21	Have children	31	66

CHILD'S AGE	NUMBER OF CHILDREN	CHILD'S AGE	NUMBER OF CHILDREN
0-2 yrs.	6	0-2 yrs.	8
3-5 yrs.	2	3-5 yrs.	13
6-10 yrs.	0	6-10 yrs.	24
11-14 yrs.	0	11-14 yrs.	18
15-18 yrs.	5	15-18 yrs.	14

MARITAL STATUS	NUMBER	%	MARITAL STATUS	NUMBER	%
Divorced	16		Separated	2	
No Answer	1	6	No Answer	0	
No children	8	50	No children	1	50
Have children	7	44	Have children	1	50

CHILD'S AGE	NUMBER OF CHILDREN	CHILD'S AGE	NUMBER OF CHILDREN
0-2 yrs.	1	0-2 yrs.	0
3-5 yrs.	2	3-5 yrs.	0
6-10 yrs.	2	6-10 yrs.	0
11-14 yrs.	5	11-14 yrs.	2
15-18 yrs.	2	15-18 yrs.	0

Section #2
Question #1

Question gives results of the correlation of total respondents that have children to the shift they work.

SHIFT WORKED	NUMBER OF RESPONDENTS	% OF TOTAL WITH CHILDREN	
Day	22	22/43	51
Swing	11	11/43	26
Rotate	4	4/43	9
Grave	3	3/43	7
Undetermined	3	3/43	7
No Answer	1	1/43	2
No Children	50	50/94	53

NOTE! 1. Total percentage is greater than one hundred percent (100%) because of percent rounding and some respondents work more than one shift.

2. No children group is computed on the basis of all non-NRA respondents, i.e., 94.

Section #2
Question #1

Correlation of respondents with children to child-care services during their work hours.

FAMILY CHILDREN STATUS	%
1. Have children	46
2. No children	54
3. No child care prob.	79
4. Yes child care prob.	19
5. No answer	1

AGE GROUP	TOTAL NUMBER	DAY	SWING	GRAVE	ROTATE
		#/%	#/%	#/%	#/%
0-2 yrs.	1	1 2	- -	- -	- -
3-5 yrs.	4	3 7	1 2	- -	- -
6-10 yrs.	4	4 9	- -	- -	- -
11-14 yrs.	3	2 5	1 2	- -	- -
15-18 yrs.	2	1 2	1 2	- -	- -
No answer	0				

Explanation of above data:

1. Have children - 43/94 i.e., have children/non-NRA total sample.
2. No children - 51/94 ie., no children/non-NRA total sample.
3. No child-care problems - 34/43 answered no/total non-NRA respondents having children.
4. Yes child-care problem - 8/43 answered yes/total non-NRA respondents having children.
5. No answer given to question/total respondents having children.
6. Breakdown of count on those respondents who checked they do have a problem. Number counted and percentage are computed on the basis of age & shift checked as a percent of all respondents who checked "yes" to having a child-care problem. Common denominator is eight (8) for computation.

Section #2
Question #3

Table gives the number of respondents who have missed work because of child-related problems and the average number of days lost given they had lost time.

RESPONDENT'S STATUS	NO.	%	AVERAGE NO. OF DAYS MISSED
No children	51	54	
Have children	43	46	
Children and missed work	4	9	6.5
Child and no missed work	39	91	
No Answer	0	0	

Section #2
Question #4

Table shows what respondents do when they have a temporary loss of child-care services.

REACTION TO TEMPORARY LOSS OF CHILD CARE	NO.	% SOLUTION
Current services always available	10	24
Stay home from work	3	7
Children left unattended	6	15
Find temporary child-care	19	46
No answer	5	12

Section #3
Question #1

Table shows the type residence of a family given that they have children.

RESIDENCE TYPE	NO.	%
Single standing house	26	60
Condominium	0	0
Mobile home	5	12
Apartment	9	21
No answer	3	7

Section #3
Question #2

Table shows type child-care services currently being used by respondents.

TYPE CHILD-CARE SERVICES USED	NO.	%
Day care center	3	7
Babysitter	5	12
Husband or wife	14	33
Services unnecessary	9	21
Relative	9	21
Other	3	7
No Answer	2	5

NOTE! Total percentage of one hundred six percent (106%) results from some respondents checking more than one type child-care used.

Section #3
Question #2

Table shows how the respondent sought-out child-care services when they were needed.

CHILD-CARE SERVICES FOUND	NO.	%
Newspaper	2	5
Word of mouth	19	44
Yellow pages	3	7
Other	5	12
No Answer	15	35

Note! Total percentage count is one hundred three percent (103%) because some respondents use more than one type media.

Section #3
Question #4,5,6

Table shows the percent of families by family size of the non-NRA sample, and gives the average number of child-care hours used per week correlated to family size.

NUMBER OF CHILDREN PER FAMILY	NO.	%	AVERAGE CHILD-CARE HRS. PER WEEK
One child families	12	28	10 hrs.
Two child families	18	42	46 hrs.
Three child families	6	14	47 hrs.
Four child families	3	7	107 hrs.
Five child families	4	9	2.5 hrs.
Six child families	-	-	-
Seven child families	-	-	-
Eight child families	-	-	-
No Answer	11		

Section #3
Question #4,5,6

Table shows the percentage breakdown on the number of children that are cared for by husband/wife combination or are kept free of charge. Data stated as a percent of all families having children in the non-NRA group.

AGE GROUP	NO. OF CHILDREN IN GROUP		% OF TOTAL CHILDREN
0-2 yrs.	5/8	5	63
3-5 yrs.	9/15	9	60
6-10 yrs.	16/19	16	84
11-14 yrs.	12/17	12	71
15-18 yrs.	17/17	17	100

Table below gives the percent paying the stated amount per hour given that they are paying for child-care services.

COST OF CHILD-CARE BY AGE GROUP

AGE GROUP	COST <-.49/hr.		COST .50-.99/hr.		COST 1.-1.49/hr.		1.50-2./hr.
0-2 yr.	-		3/8	38	-		-
3-5 yrs.	2/5	40	3/5	60	-		-
6-10 yrs.	1/3	33	1/3	33	1/3	33	-
11-14 yrs.	2/4	50	1/4	25	1/4	25	
15-18 yrs.	-		-		-		-

No Answer 1

Section #3
Question #4,5,6

Table gives parents' attitude toward the cost of the services they use within the given age groups. Data applies only to parents paying for child-care.

AGE GROUP	MODERATELY PRICED		TOO EXPENSIVE		BARGAIN	
0-2 yrs.	1/3	33	-		1/3	33
3-5 yrs.	2/5	40	1/5	20	2/5	40
6-10 yrs.	1/3	33	-		2/3	66
11-14 yrs.	1/4	25	-		1/4	25
15-18 yrs.	-		-		-	

No Answer 4

Section #3
Question #7

Table shows how parents select the type child-care for their children, given that they have children.

TYPE SERVICE	VERY IMP. %	IMPORTANT %	NOT IMPORTANT %
Children's preference	35	19	0
Variety of activities	28	28	0
Convenience	33	16	5
Educational Program	44	14	2
Cost	35	9	12
Other	-	-	-

No Answer 36/111 - 35%

Section #3
Question #8

Table shows respondents' reaction to Question #8, given that they have children.

	Percent
Yes	60
No	14
No Answer	26

Section #3
Question #9

Table shows respondents' reaction to question #9 given that they have children.

	Percent
Yes	70
No	2
No Answer	26

Section #3
Question #10

Table shows respondents' reaction to question #10 given that they have children.

	Percent
No Answer	30
No	19
Yes	53

AGE GROUP	
5-8 yrs.	30
9-12 yrs.	19
13-18 yrs.	14
No Answer	49

Age group totals are more than one hundred percent (100%) because of multiple age groups checked by some respondents.

Section #3
Question #11

Table gives respondents' answer as a percent of all respondents having children on how far they would transport their children to an after school.

DISTANCE IN MILES	PERCENT THAT SAID "YES"
¼-½	0
½-1	9
1-2	16
over 2	23
No Answer	51

Section #3
Question #12

Table gives respondents' preference on what should be included in a child-care program. Percentage computed on the basis that respondent has children.

	PERCENT
No Answer	30
Convenience of Location	44
Parents' Participation	37
Special Activities	23
Transportation Provided	37
Facility for infants	21
Parents Assist with Program	16
Weekend & Holiday Program	16
Let Staff Handle Program	7
Would Not use Day-Care	3

RENO CONTROL GROUP

INDUSTRIAL CHILD-CARE STUDY

	Number	Percent
Total Questionnaires mailed	132	
Total Questionnaires returned	57	
Respondents percentage return		43
Respondents with children	16	
Respondents without children	41	
Percentage respondents with children		28
Percentage respondents without children		72

Section #1
Question #1

EMPLOYMENT STATUS		PERCENT
Full time employment	38/57	67
Part time employment	5/57	9
Unemployed	12/57	21
No Answer	2/57	3

Section #1
Question #2

WHERE PEOPLE WORK

No.	%	Name	No.	%	Name
1	2	Blue Fountain	1	2	Mawpah Hotel
3	5	Cal-Neva Nugget	2	4	Palace Club
1	2	Crystal Bay Hotel	2	4	Riverside Hotel
1	2	Eldorado Hotel	3	5	Sahara-Tahoe
2	4	Eugene's Rest	2	4	Sparks-Nugget
1	2	Harvey's Hotel	1	2	Tahoe-Nugget
1	2	Harvey's wagon wheel	2	4	waldorf's Club
6	11	Harold's Club	1	2	Wendy's Sunnyside
2	4	Holiday Hotel	18	32	No determined
3	5	Horseshoe			
2	4	Mapes Club			
1	2	Marvin's Home			

Section #1
Question #3

JOB TYPE	NUMBER EMPLOYED	PERCENT OF TOTAL RENO GROUP
Housekeeping	2	4
Food Service	30	53
Bar or Cocktail	16	28
Porters or Sanitation	1	2
Bellmen or Doormen	0	0
Other	2	4
Undetermined	6	11

Section #1
Question #4

MARITAL STATUS	TOTAL NUMBER	PERCENT OF TOTAL RENO GRP.
Single	20	35
Married	23	40
Divorced	11	19
Separated	0	0
Undetermined	3	5

Section #1
Question #5

ARE YOU THE PRIMARY WAGE EARNER	TOTAL NUMBER	PERCENT OF TOTAL RENO GROUP
Yes	45	79
No	9	16
Undetermined	3	5

Section #1
Question #6

WHY DO YOU WORK?	TOTAL NUMBER	PERCENT OF TOTAL RENO GRP.
Necessity	41	72
Independance	2	4
Personal Fullfillment	1	2
Extra Family Income	7	12
Other	0	0
Undetermined	6	11

Section #1
Question #7

DOES YOUR SPOUSE WORK?	TOTAL NUMBER	PERCENT OF TOTAL RENO GRP.
Single	31	54
Married	23	40
No Answer	3	5
Married (no work)	12	21
Married (work)	11	19
Day	8	73
Swing	3	27
Grave	0	0
Rotate	0	0
Undetermined	3	27

Section #1
Question #8

TOTAL FAMILY INCOME	TOTAL NUMBER	PERCENT OF TOTAL RENO GRP.
$3,000.-4,999.	17	30
5,000.-7,999.	15	26
8,000.-10,999.	8	14
11,000.-13,999.	4	7
14,000.-16,999.	4	7
17,000.-over	1	1 (less than)
No Answer	8	14

Section #1
Question #9

Question gives breakdown of the number of families having children of a certain age group given the marital status.

MARITAL STATUS	NUMBER	%	MARITAL STATUS	NUMBER	%
Single	20		Married	25	
No Answer	3	15	No Answer	3	12
No Children	13	65	No Children	10	40
Have Children	4	20	Have Children	12	48

CHILD'S AGE	NUMBER OF CHILDREN	CHILD'S AGE	NUMBER OF CHILDREN
0-2 yrs.	-	0-2 yrs.	5
3-5 yrs.	-	3-5 yrs.	5
6-10 yrs.	-	6-10 yrs.	6
11-14 yrs.	-	11-14 yrs.	3
15-18 yrs.	2	15-18 yrs.	9

MARITAL STATUS	NUMBER	%	MARITAL STATUS	NUMBER	%
Divorced	12		Separated	0	
No Answer	1	8	No Answer	0	
No Children	6	50	No Children	0	
Have Children		42	Have Children		

0-2 yrs.	-	0-2 yrs.	0
3-5 yrs.	1	3-5 yrs.	0
6-10 yrs.	1	6-10 yrs.	0
11-14 yrs.	3	11-14 yrs.	0
15-18 yrs.	-	15-18 yrs.	0

Section #2
Question #1

Question gives results of the correlation of total respondents that have children to the shift they work.

SHIFT WORKED	NUMBER OF RESPONDENTS	PERCENT OF TOTAL WITH CHILDREN	
Day	9	9/17	53
Swing	5	5/17	29
Rotate	1	1/17	6
Grave	0	0/17	-
Undetermined	2	2/17	12
No Answer	1	1/17	6
No Children	39	39/17	68% of Total

NOTE! Total percentage is greater than one hundred percent (100%) because of rounding and some respondents work more than one shift.

Section #2
Question #2

Correlation of respondents with children to child-care services during their work hours.

FAMILY CHILDREN STATUS	PERCENT	CHILD-CARE PROBLEM SHIFT
1. Have children	28	
2. No children	72	
3. No child-care prob.	94	
4. Yes child-care prob.	6	
5. No Answer	-	

AGE GROUP	TOTAL HOURS.	DAY #/%	SWING #/%	GRAVE #/%	ROTATE #/%
0-2 yrs.	-	- -	- -	- -	- -
3-5 yrs.	1	1 6	- -	- -	- -
6-10 yrs.	-	- -	- -	- -	- -
11-14 yrs.	-	- -	- -	- -	- -
15-18 yrs.	-	- -	- -	- -	- -

Explanation of above data:

1. Have children- 16/57 have children/Reno total sample.
2. No children- 41/57 i.e., no child/Reno total sample.
3. No child-care problems - 15/16 answered no/Total Reno respondents with children.
4. Yes child-care problems - 1/16 answered yes/Total Reno respondents with children.
5. No Reply.
6. Breakdown of count on those respondents who checked they do have a problem. Number counted and percentage are computed on the basis of age and shift checked as a percent of all respondents who checked "yes" to having a child-care problem. Common denominator is 1 for computation.

Section #2
Question #3

Table gives the number of respondents who have missed work because of child-related problems and the average number of days lost given they had lost time.

RESPONDENT'S STATUS	NO.	%	AVERAGE NO. DAYS MISSED
No children	40	70	-
Have children	17	30	-
Children & missed days	2	12	7.5
Child & no missed days	15	88	-
No Answer	-	-	-

Section #2
Question #4

Table shows what respondents do when they have a temporary loss of child-care services.

REACTION TO TEMP. LOSS OF CHILD CARE	NO.	PERCENT SOLUTION
Current services always available	4	24
Stay home from work	2	12
Children left unattended	2	12
Find temporary child-care	6	35
No Answer	3	18

Section #3
Question #1

Table shows the type residence a family lives in given that they have children.

RESIDENCE TYPE	NO.	PERCENT
Single standing house	7	41
Condominium	1	6
Mobile home	4	24
Apartment	2	12
No Answer	3	18

Section #3
Question #2

Table shows type child-care services currently being used by respondents.

TYPE CHILD-CARE SERVICES USED	NO.	PERCENT
Day care center	1	6
Babysitter	3	18
Husband or wife	4	24
Services unnecessary	3	18
Relative	3	18
Other	1	6
No Answer	3	18

Above data totals to more than one hundred percent (100%) because of multiple type services used by some respondents.

Section #3
Question #3

Table shows how the respondent sought-out child-care services when they were needed.

CHILD CARE SERVICES FOUND	NO.	PERCENT
Newspaper	1	6
Word of mouth	9	53
Yellow pages	1	6
Other	3	18
No Answer	4	24

NOTE! Total percentage count is one hundred seven percent (107%) because some respondents use more than one type media.

Section #3
Question 4,5,6

Table shows the percent of families by family size of the Reno Group sample, and gives the average number of child-care hours used per week correlated to family size.

NUMBER OF CHILDREN PER FAMILY	NO.	%	AVERAGE CHILD-CARE HRS./WK
One child families	8	47	2 hours
Two child families	6	35	27 hours
Three child families	1	6	-
Four child families	1	6	-
Five child families	-	-	-
Six child families	-	-	-
Seven child families	1	6	280 hours.
Eight child families	-	-	-
No Answer 4			

Section #3
Question #4,5,6

Table shows the percentage breakdown on the number of children that are cared for by husband-wife combinations or are kept free of charge. Data stated as a percent of all families having children in Reno group's sample.

AGE GROUP	NO. OF CHILDREN IN GROUP		PERCENT OF TOTAL CHILDREN IN GROUP
0-2 yrs.	3/4	3	75
3-5 yrs.	2/4	2	50
6-10 yrs.	3/6	3	50
11-14 yrs.	4/4	-	100
15-18 yrs.	4/6	4	66

Table below gives the percent paying the stated amount per hour given that they are paying for child-care services.

COST OF CHILD-CARE BY AGE GROUP

AGE-GROUP	COST .49	COST .50-.99	COST 1.-1.49	COST 1.50-2.
0-2 yrs.	-	1/1 100	-	-
3-5 yrs.	1/2 50	1/2 50	-	-
6-10 yrs.	1/3 33	1/3 33	-	-
11-14 yrs.	-	-	-	-
15-18 yrs.	-	-	-	-
No Answer	5			

Section #3
Question #4,5,6

Table gives parents' attitude toward the cost of the services they use within the given age groups.

AGE GROUP	MODERATELY PRICED %	TOO EXPENSIVE %	BARGAIN %
0-2 yrs.	1/1 100	-	-
3-5 yrs.	2/2 100	-	-
6-10 yrs.	2/3 66	-	-
11-14 yrs.	-	-	-
15-18 yrs.	-	-	-
No Answer 3			

Section #3
Question #7

Table shows how respondents select the type child-care for their children, given that they have children.

TYPE SERVICES	VERY IMPORTANT %	IMPORTANT %	NOT IMPORTANT %
Child's preference	35	18	6
Variety of activities	12	24	12
Convenience	29	18	6
Educational Program	12	24	12
Cost	24	24	12
Other	-	-	-
No Answer 7/17- 41			

Section #3
Question #8

Table shows respondents' reaction to question number eight (#8) given that they had children

	Percent
Yes	47
No	29
No Answer	24

Section #3
Question #9

Table shows respondents' reaction to question number nine (#9) given that they had children.

	PERCENT
Yes	82
No	0
No Answer	18

Section #3
Question #10

Table shows respondents' reaction to question number ten (#10) given that they have children.

	PERCENT
No Answer	24
No	12
Yes	59

AGE GROUP	PERCENT
5-8 yrs.	12
9-12 yrs.	29
13-18 yrs.	29
No Answer	35

Section #3
Question #11

Table gives respondents' answer as a percent of all respondents having children on how far they would transport their children to an after school program.

DISTANCE IN MILES	PERCENT THAT SAID "YES"
¼ to ½	6
½ to 1	6
1 to 2	24
over 2	24
No Answer	41

Section #3
Question #12

Table gives respondents preference on what should be included in a child-care program. Percent response if computed on the basis that respondent has children.

	PERCENT
No Answer	18
Convenience of Location	59
Parents Participation	18
Special Activities	47
Transportation	47
FAcility for Infants	47
Parents assist with Program	29
Weekend & Holiday Program	53
Let staff handle Program	24
Would not use Day-care	0

APPENDIX C

CLARK COUNTY SURVEY

Prepared by: Janet M. Bubnis, Consultant
to the Nevada Child Care Services Division

CHILD CARE SURVEY:

Final Report

(Pursuant to the agreement entered into by Janet Bubnis, Consultant, and the Division of Child Care Services of the Department of Human Resources, on February 28, 1975.)

By

Janet Bubnis

January 23, 1976

CHILD CARE SURVEY

I. PURPOSE

The purpose of this survey was twofold:

1. To assess the attitudes, preferences, and concerns of parents whose children are now using, or who may use, child care services in the Las Vegas area; and
2. To develop more reliable information on who uses child care, for what reason, for how many hours, at what cost, and for what ages of children.

Such research has not previously been done in Las Vegas, and the lack of pertinent information has hindered us in adequately planning for child care needs or in setting appropriate priorities.

II. QUESTIONNAIRE FORMAT

Due to financial limitations, it was decided that a questionnaire administered by phone and in personal interviews, when necessary, would best meet our needs. Before beginning the actual questionnaire, I reviewed an Urban Institute paper entitled "Guide to the Assessment of Day Care Services and Needs at the Community Level," by Richard B. Zamoff (The Urban Institute, Washington, D. C., July 1971), which contained a sample child care needs assessment questionnaire. I also consulted with John C. Moore, Jr., who is affiliated with Unco, Inc. a Washington, D. C. research firm which is conducting a nationwide child care survey for the U. S. Department of Health, Education, and Welfare. Before the final questionnaire was completed, it had been critiqued by Dr. Donald Carns and Dr. James Frey of the Sociology Department at U.N.L.V., by Adele Bellas and Connie Mormon of the Clark County Child Care Association, by Ken Teeters and Frank Pearce of the Industrial Child Care Survey, and by Jane Douglas of the Nevada Child Care Services Division. (Enclosed is a copy of the questionnaire.)

The questionnaire was designed to cover three general areas:

1. Attitudes, preferences, and concerns of parents - these are contained in fifteen attitude statements, and in questions relating to parents' satisfaction with their present child care, what their preferred form of care would be, and what are the most and least important factors for them in selecting child care.
2. General descriptive information - this is found in questions relating to size of household, ages of children, race, marital status, education, religion, employment, shift worked, income, hours of child care used, costs, and means of transportation.
3. Miscellaneous information - this covers such areas as reasons for using child care, reasons for working or not working outside the home, and provisions for emergency child care needs.

III. SURVEY SAMPLE

Since child care may be necessary or desirable from infancy through elementary school, it was decided that the initial screening question should determine whether or not the respondent had any children under thirteen years of age. If not, the family would be excluded from the survey; if so, the family would be interviewed whether or not they regularly use child care services.

The following samples were used:

1. 300 residents from the community-at-large (excluding Henderson and Boulder City) were selected by a method known as "random digit dialing." Telephone prefixes were selected proportionate to the number of assigned numbers in each prefix, and a table of random numbers was used to complete the telephone number. This resulted in many unassigned numbers, non-residential numbers, and numbers where there were no children in the family; but it did enable us to include unlisted numbers, new listings, and recently changed numbers in our survey. Due to the large percentage of Las Vegas families who have phones, this seemed the most economical method of reaching a representative sample of residents.
2. To insure that there was an adequate sub-sample of families from lower income levels, some of whom may not have phones, an additional 100 names were chosen from the ADC rolls of the Nevada State Welfare Division. For purposes of confidentiality, a State Welfare employee drew this sample, using techniques developed by their Quality Control staff in sampling for audits.
3. A third sample of 200 names was drawn from Clark County Social Services' general assistance rolls. I personally drew this sample by using a table of random numbers to choose where to enter their computer print-out and to select individual names. Due to the fact that many of these are very transient people, I had hoped that from 200 names we would be able to locate and interview 100 families; in fact, we were able to locate only a fraction of that number.

Of the families contacted, only one of the 300 community-at-large respondents refused to be interviewed; all 100 State Welfare recipients completed an interview; and all of the County general assistance recipients we were able to locate completed the interview, although as previously indicated, we were not able to locate as many as we had hoped.

IV. INTERVIEWERS

The 300 community-at-large interviews were contracted out to Las Vegas Research and Demonstration Services, owned by Ms. Velma M. Wiles. She trained her interviewers, supervised their work, and validated 14% of the total number of interviews.

For purposes of confidentiality, Nevada State Welfare Division could not allow anyone except Welfare employees or student interns to contact recipients. I therefore trained four Welfare employees, who conducted the interviews. They did telephone interviews for those families who had phones, and personally contacted those who did not have telephones.

The Clark County Child Welfare Office did the interviews with the County recipients. We attempted to locate each family through the use of addresses on the computer print-out, the telephone book, and a city directory. Those who had telephones were interviewed by phone, and the others were interviewed in person.

V. PUBLICITY

Pre-survey publicity was arranged, so that the prospective respondents would realize that a legitimate survey was being conducted. Articles describing the survey appeared in the Las Vegas Sun and the Review Journal newspapers. Additionally, I appeared on a Channel 3 (NBC) talk show, as well as on the news on Channels 8 (CBS) and 13 (ABC). The Welfare recipients also received a pre-letter advising them that they would be contacted by an interviewer, and requesting their cooperation. Such a pre-letter was impossible with the 300 community-at-large respondents, however, because we did not know the names or addresses of the persons whose phone numbers were randomly selected.

VI. FINANCIAL STATUS

I received a grant of $2,800.00 with which to conduct this survey. The following amounts have been spent:

Printing-	$197.89 to Harris Printers to print 600 questionnaires, 100 pre-letters, 50 interviewer instruction sheets, and assorted face sheets.
Interviews-	$1,200.00 ($4 per completed interview) to Velma M. Wiles of Las Vegas Research and Demonstration Services, for the 300 community-at-large interviews. $324.00 ($4 per completed personal interview and $3 per completed phone interview) to the following State Welfare employees: Pat Kilgore, Mary Williams, Linda Bannigan, and Jan Nicholson.
Key-Punch-	$22.50 to J. A. Keypunch for keypunching the information on to IBM cards (2 cards per case).
Consultant-Fee	$200.00 to Dr. Donald Carns of the Sociology Dept. at UNLV for training and assistance in all phases of the survey preparation, administration, and analysis.
Reference-Material	$11.33 to the UNLV Bookstore for the purchase of one SPSS computer manual.
Miscellaneous	$894.28 for Xerox charges and for testing the Accreditation system.

The coding and editing were done by the Clark County Child Welfare Office at no charge.

VII. SURVEY RESULTS:FREQUENCIES AND CROSS-TABULATIONS

A total of 424 interviews were conducted, 93% by phone and the remainder in personal interviews. 92% of the respondents were female and 8% were male. Of the 300 community-at-large interviews, only one was not able to be completed. Of the 100 interviews from the State Welfare rolls, all were completed. Of the 100 interviews scheduled for recipients of Clark County Social Services, we were unable to locate many individuals because of the transient nature of many of these people.

Question #1 was aimed at determining what types of child care these people use. A total of:

234 (58.1%) use a baby sitter in their own home;
206 (49.0%) use a friend's or relative's home;
60 (14.6%) use a preschool or day care center;
50 (12.0%) use some "other" arrangement;
40 (9.5%) use a licensed family care home.

What seems most significant here is the extent to which people use child care completely outside of any licensed capacity. Only 24% of the respondents use a category of licensed child care.

Question #2 attempted to assess the respondents' relative satisfaction or dissatisfaction with the child care they use.

Of those who have a sitter come into their own home:
145 (54.9%) were very satisfied;
93 (35.2%) were satisfied;
24 (9.1%) were unsatisfied;
2 (.8%) were very unsatisfied.
90% are therefore satisfied with this arrangement.

Of those who use a friend's or relative's home:
149 (64.8%) were very satisfied;
78 (33.9%) were satisfied;
3 (1.3%) were unsatisfied.
Almost 98% are therefore satisfied with this arrangement.

Of those who use a licensed family care home:
27 (48.2%) are very satisfied;
28 (50.0%) are satisfied;
1 (1.8%) are unsatisfied.
Here again, more than 98% are satisfied with this child care.

Of those who use a day care center or preschool:
43 (70.5%) are very satisfied;
14 (23.0%) are satisfied;
4 (6.6%) are unsatisfied.
95% are satisfied with this type of child care, and 70.5% are very satisfied (the highest percentage for "very satisfied" is in this category).

Continued--

Of those who use some "other" arrangement:

34 (65.4%) are very satisfied;
15 (28.8%) are satisfied;
2 (3.8%) are unsatisfied;
1 (1.9%) are very unsatisfied.

Again, 94% are satisfied with these arrangements.

What seems clear is that whatever form of child care they use, in excess of 90% of the respondents voiced their satisfaction with such care.

Question #3 asked the respondents what form of child care they would prefer, if they could have anything they wanted:

188 (49.3%) prefer a sitter in their own home;
80 (21.0%) prefer a preschool or day care center;
71 (18.6%) prefer the home of a friend or relative;
24 (6.3%) prefer some "other" arrangement;
18 (4.7%) prefer a family care home.

The child care arrangement preferred by nearly half of all respondents is in their own home, followed by day care centers, which are preferred by about one in five. Family care homes appear to be the least preferred, and in fact, only slightly more than 25% of the respondents voiced a preference for licensed forms of child care.

In further analyzing the responses to this question, I was interested in knowing if differences in preferred forms of care would appear based upon the ages of the children. An analysis of only those families who have infants showed that:

46.6% prefer a sitter in their own home;
28.6% prefer the home of a relative or friend;
14.3% prefer a preschool or day care center;
6.8% prefer a family care home;
3.8% prefer some "other" arrangement.

As can be seen, parents of infants prefer the home of a friend or relative by an additional 10% over the population as a whole, followed by a family care home, which they prefer 2.1% more often. They are less likely than the general population to prefer a center, their own home, or some "other" arrangement.

Applying the same analysis to only those families who have 3-5 year old children, the following results were obtained:

42.4% prefer a sitter in their own home;
31.1% prefer a preschool or day care center;
19.2% prefer the home of a relative or friend;
6.0% prefer a family care home;
1.3% prefer some "other" arrangement.

Here there is a gain of more than 10% in the preference for center care, followed by a slight gain for family care homes, and a decrease of almost 7% in preference for in-home care.

Since parents of both infants and 3-5 year olds prefer in-home care less frequently than the total figures, it seems evident that the parents of school-age children would account for the greater degree of preference for in-home care. Policy implications: parental preferences seem to indicate a small, home-like setting for infants, a more structured program for preschoolers, and in-home care for school-age children.

Additional analysis was done on this question by cross-tabulating preferred form of care with income, race, education, and identification number. None of these produced any significant correlations.

Question #4 asked how many hours the respondents used child care for their children under six years of age:

34 (12.5%)	use no child care;
154 (56.6%)	use less than 10 hours a week;
43 (15.8%)	use 10-30 hours a week;
36 (13.2%)	use 30-50 hours a week;
4 (1.5%)	use more than 50 hours a week.

This question, too, was analyzed on the basis of the ages of the children. Selecting only the parents of infants:

8.9%	use no child care;
66.7%	use less than 10 hours a week;
12.6%	use 10-30 hours a week;
11.1%	use 30-50 hours a week;
.7%	use more than 50 hours.

The parents of infants show a percentage decrease from the total population in all categories except "less than 10 hours a week," which they chose more than 10% more frequently.

Selecting only the parents of 3-5 year olds:

8.4%	use no child care;
54.8%	use less than 10 hours a week;
20.6%	use 10-30 hours a week;
13.5%	use 30-50 hours a week;
2.6%	use more than 50 hours a week.

Here the percentage decrease from the total population is in the first two categories of "no child care used" and "less than 10 hours a week." All other areas show a slight increase, with the category "10-30 hours" showing the greatest increase.

These responses were analyzed additionally by cross-tabulating hours of care with identification number, which produced significant results:

ID Number BY Hours of Child Care Used for Children Under Age Six:

	no child care used	less than 10 hours	10-30 hours	30-50 hours	more than 50 hours
State Welfare	15.2%	58.7%	4.3%	21.7%	0
County Welfare	54.2%	25.0%	0	20.8%	0
Telephone prefix 3	0	75.0%	0	25.0%	0
Prefix 4	8.9%	55.6%	26.7%	6.7%	2.2%
Prefix 6	5.9%	70.6%	15.7%	5.9%	2.0%
Prefix 7	5.4%	62.2%	21.6%	5.4%	5.4%
Prefix 8	8.7%	54.3%	23.9%	13.0%	0

In the first two columns, County Welfare and telephone prefix 3 show marked discrepancies from the other groups. When the two columns are added together for a composite of 0-10 hours, however, their figures are in line with the others. Moving over to column #3 (10-30 hours), which would involve regular, but less than full-time child care (perhaps preschool for the children, or on-going activities on the part of the parent), we see that the 15.8% figure for the total population is not evenly distributed. Both groups of welfare recipients and prefix #3 (downtown area) show virtually no usage, while prefixes 4 (Paradise), 7 (Winchester), and 8 (Charleston Heights) are all in excess of 20%. In the final two columns, which would indicate full-time use of child care (6 hours a day or more), again the discrepancies in distribution are noteworthy. The two welfare groups and prefix 3 show a significant increase in use of full-time care, followed by prefixes 8, 7, 4, and 6 (Westside, Tonopah Highway). Policy implications: The need for full-time care would appear to be greatest in low-income areas and downtown; while the use of part-time care such as preschools might be most utilized in Paradise Valley and Charleston Heights.

Question #5 asked how many hours parents use child care for their school-age children:

59 (23.8%) use no child care;
135 (54.4%) use less than 10 hours a week;
26 (10.5%) use 10-30 hours a week;
22 (8.9%) use 30-50 hours a week;
6 (2.4%) use more than 50 hours a week.

A comparison with question #4 shows a surprisingly high usage of child care by school-age children. I would have anticipated the hours to be considerably less than for preschool-age children.

The responses to this question were also cross-tabulated with identification numbers, and this too produced significant findings:

ID Number BY Hours of Child Care Used for School-Age Children

	no child care used	less than 10 hours	10-30 hours	30-50 hours	more than 50 hours
State Welfare	30.0%	53.3%	3.3%	13.3%	0
County Welfare	65.0%	20.0%	5.0%	10.0%	0
Prefix 3	16.7%	16.7%	33.3%	33.3%	0
Prefix 4	11.9%	57.1%	9.5%	11.9%	9.5%
Prefix 6	23.0%	63.9%	8.2%	3.3%	1.6%
Prefix 7	12.2%	58.5%	19.5%	7.3%	2.4%
Prefix 8	27.0%	59.5%	10.8%	2.7%	0

Again it is helpful to add the first two columns together for a composite category of 0-10 hours. More than 80% figures are then obtained for all groups except prefix 7 (70.7%), prefix 4 (69.0%), and prefix 3 (33.4%). What is immediately obvious is that prefix 3 (downtown) uses considerably more school-age child care than all other groups. This is further demonstrated by looking at column 3 (10-30 hours), where prefix 3 is disproportionately represented. Prefixes 7 and 8 also show high usage, while both welfare groups show considerably less usage. Columns 4 and 5, representing full-time child care, again show prefix #3 to be over-represented, followed by prefix 4 and the two welfare groups. Prefixes 6, 7, and 8 show considerably less use of full-time care. Policy implications: Priority needs for school-age child care programs appear to be located in the City, in areas corresponding to telephone prefixes 382, 384, 385, and 386.

Question #6 asked parents how much their total child care expenses are, on a weekly basis:
222 (66.3%) pay less than $10;
46 (13.7%) pay $10-20;
36 (10.7%) pay $21-30;
23 (5.4%) pay $31-40;
6 (1.8%) pay $41-50;
5 (1.5%) pay $51-60;
2 (.6%) pay more than $60.

Again, it seemed worthwhile to determine if there were any cost differences based upon children's ages. Selecting only those families who have infants, we obtained the following figures:
72.0% pay less than $10;
16.0% pay $10-20;
3.2% pay $21-30;
7.2% pay $31-40;
.8% pay $41-50;
0 pay $51-60;
.8% pay more than $60.
This shows percentage increases over the total population in the proportion paying less than $10 and $10-20. A decrease of 7.5% is seen in the $21-30 cost range, and all other categories are within 1% of the total figures. This seems to indicate that parents of infants pay less for child care than do parents of other age ranges. While at first glance this appears contrary to our knowledge that infant care generally costs more than other forms of care, it is understandable when viewed in light of questions 3 and 4, which showed that parents of infants tend to use fewer hours of care and to prefer informal, home-like settings rather than more structured programs.

This same analysis was made, selecting only the parents of 3-5 year olds:
61.0% pay less than $10;
12.8% pay $10-20;
18.4% pay $21-30;
5.7% pay $31-40;
1.4% pay $41-50;
0 pay $51-60;
.7% pay more than $60.
Here we see percentage decreases in the two lowest categories, and an increase of 7.7% over the total population in the category $21-30. This too seems understandable, considering that questions 3 and 4 showed greater preference for a preschool or day care center, and a greater proportional use of 10-30 hours of child care per week.

Question #7 measured how far from home the child care arrangements were:

for 107 (31.8%) child care was in their own home only;
for 157 (46.7%) they were less than 10 minutes away;
for 58 (17.3%) they were 10-20 minutes away;
for 10 (3.0%) they were 20-30 minutes away;
for 4 (1.2%) they were more than 30 minutes away.

Transportation does not appear to be a major problem (see also questions 10 and 11), and for more than 78% of the respondents, child care is either in their own home or less than 10 minutes away.

Question #8 asked how the children get to and from the place where they receive child care:

191 (56.2%) transport their own children;
19 (5.6%) have a friend or relative transport the children;
4 (1.2%) have transportation provided by the child care facility;
12 (3.5%) have the children walk or take a bus;
111 (32.6%) have child care only in their own home;
3 (.9%) have some "other" arrangement.

Question #9 asked parents what they would do for child care if an emergency necessitated their leaving the home for a few days:

155 (41.4%) have a relative in the home to care for the children;
41 (11.0%) would have a sitter come to their home;
148 (39.6%) have a friend or relative the children could stay with;
7 (1.9%) would use a family care home;
7 (1.9%) would use a child care center;
4 (1.1%) would have the children stay by themselves;
4 (1.1%) would use some "other" arrangement;
8 (2.1%) don't know what they would do.

It appears that most families (81%) have a relative or friend who could help with child care, and only slightly more than 2% did not know what they would do. This appears to be less of a problem than I anticipated.

Question #10 asked the respondents which was the single most important factor to them in selecting child care arrangements:

251 (74.5%) answered "the caregivers are warm and loving;"
42 (12.5%) answered "an educational program is provided;"
24 (7.1%) answered "the cost is reasonable;"
13 (3.9%) answered "the hours are flexible and the caregiver is available for emergency care;"
7 (2.1%) answered "transportation is provided or is easily available."

I was not surprised to see the quality of caregivers ranked first, but was pleasantly surprised to see education take priority over cost.

The responses to this question were analyzed from a number of perspectives, because of the importance in clarifying parental priorities for their children. Selecting only those families who have infants,

the most important single factor was:
86.0% the caregivers were warm and loving;
5.8% an educational program is provided;
4.1% the hours are flexible and the caregiver is available for emergency care;
3.3% the cost is reasonable;
.8% transportation is provided or is easily available.

As is understandable with infants, the greatest increase (11.5%) is in the category relating to the quality of caregivers, with education showing a decrease of 6.7%, and cost showing a decrease of 3.8%.

The breakdown of only those families with 3-5 year old children is as follows:
75.6% the caregivers are warm and loving;
16.3% an educational program is provided;
4.4% the cost is reasonable;
3.0% the hours are flexible and the caregiver is available for emergency care;
.7% transportation is provided or is easily available.

Most of these figures are within 1-2 percentage points of the total figures, except for an increase of 3.8% in education and a decrease of 2.7% in cost. Since parents of both infants and preschoolers chose cost as the most important factor less frequently than the total, it seems apparent that parents of school-age children account for the higher figures in the category concerned with cost.

"The most important single factor" was also cross-tabulated with a number of variables. None were statistically significant, though some showed interesting trends which might be helpful to review here.

Education BY Most Important Factor:

	Education	Cost	Caregivers	Transportation	Flexible Hours
Grades 1-8	28.6%	7.1%	50.0%	14.3%	0
Grades 9-11	14.1%	4.2%	74.6%	1.4%	5.6%
High sch. grad.	12.0%	8.0%	74.7%	2.7%	2.7%
Some college	9.4%	1.9%	83.0%	0	5.7%
College grad.	9.1%	4.5%	81.8%	0	4.5%
Post-grad.	20.0%	0	80.0%	0	0

Looking at the "education" column, it is interesting to note that with the exception of the post-graduate group, the lower the educational level of the parent, the greater the importance attached to an educational program for the children. Conversely, the "caregiver" column indicates a general decrease in importance of caregiver quality in the lower educational groups. Perhaps this reflects a tendency of the more educated middle class to let children enjoy their childhood and not be pushed prematurely into structured educational programs; while for the less educated, possibly working class parents, it demonstrates a concern that their children receive the benefits of early education, and less of an interest in a "permissive," child-centered program.

Correlating the respondents' race with the most important factor also indicated some interesting patterns:

Race BY Most Important Factor

	Education	Cost	Caregivers	Transportation	Flexible Hours
White	9.2%	6.6%	78.1%	2.2%	3.9%
Black	24.6%	4.6%	63.1%	3.1%	4.6%
Mexican	0	0	100.0%	0	0
Indian	0	0	100.0%	0	0
Asian	33.3%	0	66.7%	0	0
Other	0	0	100.0%	0	0

The American Indian and Mexican-American groups rated the caregivers as "most important" 100% of the time. In contrast, the Black and the Asian-American groups rated education as "most important" 24.6% and 33.3% of the time respectively. This contrasts with white respondents, who chose education only 9.2% of the time. It appears that the choices of the Asians and blacks reflect aspirations for their children; while the choices of Indians and Mexican-Americans reflect specific child-rearing practices in these cultures.

Question #11 used the same categories, and asked which was least important to the respondents:

182 (47.9%) said "transportation is provided or is easily available;"
85 (22.4%) said "an educational program is provided;"
61 (16.1%) said "the cost is reasonable;"
45 (11.8%) said "the hours are flexible and the caregiver is available for emergency care;"
7 (1.8%) said "the caregivers are warm and loving."

The responses to this question were analyzed in much the same manner as the previous question, to see if comparable findings would result. Selecting only those families who have infants, the least important single factor was:

44.0% transportation is provided or is easily available;
22.4% an educational program is provided;
17.2% the hours are flexible and the caregiver is available for emergency care;
14.9% the cost is reasonable;
1.5% the caregivers are warm and loving.

Compared to total responses, these were generally the same except for a 5.4% increase in the choice of flexible hours and a 3.9% decrease in the choice of transportation as the least important factor.

Selecting only those families who have 3-5 year old children, the least important factor was:

56.4% transportation is provided or is easily available;
16.1% an educational program is provided;
14.1% the hours are flexible and the caregiver is available for emergency care;
12.8% the cost is reasonable;
.7% the caregivers are warm and loving.

Here we see an increase of 8.5% in the choice of transportation and a decrease of 6.3% in the choice of education as the least important factor.

Cross-tabulating educational level of the respondents and their choice of the least important factor showed the following patterns:

Education BY Least Important Factor

	Education	Cost	Caregivers	Transportation	Flexible Hours
Grades 1-8	12.5%	25.0%	12.5%	37.5%	12.5%
Grades 9-11	27.4%	13.7%	5.5%	31.5%	21.9%
High school grad.	23.8%	17.7%	.6%	48.2%	9.8%
Some college	14.7%	14.7%	0	65.3%	5.3%
College grad.	8.0%	16.0%	0	68.0%	8.0%
Post-grad.	0	60.0%	0	20.0%	20.0%

Here, the lower the educational level (with the exception of the first category, grades 1-8), the greater the likelihood of choosing education as the factor of least importance. This seems inconsistent with the findings from the previous question. The proportion choosing cost was fairly stable, except for the highest and lowest educational groups, which chose it considerably more often. The percentages under the caregiver column showed the same trend as in the previous question: the higher the educational level, the more the concern for "warm and loving" caregivers. Though few persons chose either transportation or flexible hours as most important, they chose transportation as least important far more than they chose flexible hours.

Cross-tabulating race and identification categories with least important factor yielded no clear-cut patterns, though income as a variable did provide some significant results:

Income BY Least Important Factor

	Education	Cost	Caregivers	Transportation	Flexible Hours
-$ 5,000	37.2%	2.6%	1.3%	30.8%	28.2%
$ 5-$10,000	13.4%	17.9%	4.5%	53.7%	10.4%
$10-$15,000	21.0%	13.6%	1.2%	59.3%	4.9%
+ $15,000	13.8%	27.6%	1.7%	50.9%	6.0%

Both "cost" and "transportation" have a tendency to be chosen more often as the least important factor, by the higher income levels; while flexible hours are chosen more often by the lower educational levels. Education is chosen most often by the lowest educational level. Perhaps cost and transportation are necessities poorer families cannot disregard, while educational programs and flexible hours are not deemed as necessary as some of these other basic considerations.

Question #12 asked parents why they need and use child care:

293	(75.7%)	-so they can get out for awhile to socialize or to go out for an evening;
177	(45.7%)	-so they can work or look for work;
133	(34.5%)	-to give the child an opportunity to play with other children;
95	(24.6%)	-to provide the child with an educational program;
74	(19.2%)	-so they can carry on community or volunteer activity.

Considering only those who have infants, their reasons for needing and using child care compared to the total population in the following way:

81.6% so they can get out for awhile to socialize or to go out for an evening;
44.1% so they can work or look for work;
36.8% to give the child an opportunity to play with other children;
19.1% to provide the child with an educational program;
16.3% so they can carry on community or volunteer activities.

This shows an almost 6% increase in the proportion using child care to go out for an evening; and a 5½% decrease in those who use child care for its educational program. A slight increase of 2.3% is expressed in the category of giving the child an opportunity to play with other children, and slight decreases are seen in the remaining areas.

Considering only those families who have 3-5 year old children, we see the following reasons expressed:

78.2% so they can get out for awhile to socialize or go out for an evening;
49.0% so they can work or look for work;
43.2% to give the child an opportunity to play with other children;
38.1% to provide the child with an educational program;
22.6% so they can carry on community or volunteer activities.

This shows percentage increases over the total population in every single category, especially those dealing with the provision of an educational program (increase of 13.5%) and the chance to play with other children (increase of 8.7%).

Question #13 was a series of 15 attitude statements, to which respondents could answer (1) Strongly Agree, (2) Agree, (3) No Opinion, (4) Disagree, or (5) Strongly Disagree. For purposes of simplifying this material, I will group together the Strongly Agree and Agree, and the Strongly Disagree and Disagree. I will also give the mean response (1 = S.A., 2 = A., 3 = N.O., 4 = D., and 5 = S.D.).

(1) "The person who cares for my child should have some kind of training in child care."

Agree	353	(90.5%)
No Opinion	9	(2.3%)
Disagree	28	(7.2%)

Mean = 1.908

This was the strongest single response in the series. Correlating educational level of respondents with this item produced no meaningful results.

(2) "I've had lots of difficulty in finding good child care."

Agree	138 (35.4%)
No Opinion	28 (7.2%)
Disagree	224 (67.4%)

Mean = 3.138

A number of variables were cross-tabulated with this item, because I had hypothesized that income, race, and geographical area of town would show very different distributions of persons having difficulty in finding child care. This did not prove to be the case:

39.0% of the respondents earning less than $5,000;
28.4% of those earning $5-10,000;
40.5% of those earning $10-15,000;
and 32.8% of those earning more than $15,000, all expressed difficulty in finding good child care arrangements.
36.2% of the whites;
33.3% of the blacks;
30.8% of the Mexican-Americans;
33.3% of the American Indians;
and 30.8% of the Asian Americans, all expressed difficulty in finding good child care.
37.3% of the State Welfare recipients;
40.0% of the County Assistance recipients;
46.2% of the telephone prefix "3" group;
26.5% of the prefix "4" group;
35.4% of the prefix "6" group;
39.1% of the prefix "7" group;
and 36.6% of the prefix "8" group, all had difficulty in finding good child care.
39.0% (increase of 3.6%) of the parents of infants;
and 39.7% (increase of 4.3%) of the parents of 3-5 year olds, expressed difficulty in finding good child care.

In short, a little more than a third of all families have difficulty in finding good child care. Such difficulty does not appear to be characteristic of any particular ethnic group, income level, etc., but rather seems to affect all segments of the population.

(3) "I think that all child care providers, including family day care homes, should be licensed."

Agree	253 (64.9%)
No Opinion	16 (4.1%)
Disagree	121 (31.0%)

Mean = 2.421

The responses to this item seem to be generally correlated with educational level of the respondents:

Education BY Belief That All Child Care Providers Should Be Licensed

	Agree	No Opinion	Disagree
Grades 1-8	62.5%	18.8%	18.8%
Grades 9-11	59.4%	1.4%	39.2%
High school grad.	65.3%	2.4%	32.4%
Some college	70.2%	6.5%	23.4%
College grad.	73.1%	3.8%	23.0%
Post-grad.	80.0%	20.0%	0

Generally, the higher the educational level, the larger the proportion of respondents who agree with this statement. One possible implication, considering the widespread usage of unlicensed child care, is that efforts should be made to educate young mothers and present students in the rationale, protections, and advantages of licensed care.

(4) "I don't think that children get enough personal attention at day care centers."

Agree	156	(40.0%)
No Opinion	137	(35.1%)
Disagree	97	(24.9%)

Mean = 2.772

The fact that only one in four respondents disagree with this statement shows the extent to which day care centers have a real job to do, in reassuring parents that their children won't be swallowed up in the numbers.

(5) "Working mothers miss the best years of their children's lives."

Agree	251	(64.4%)
No Opinion	26	(6.7%)
Disagree	113	(29.0%)

Mean = 2.479

(6) "Most child care providers are capable and loving."

Agree	201	(51.8%)
No Opinion	89	(22.9%)
Disagree	98	(25.2%)

Mean = 2.711

Since only one in four respondents actually disagreed with this statement, it reflects a fairly high level of confidence in child care providers.

(7) "The Government should build and operate day care centers."

Agree	239	(61.6%)
No Opinion	37	(9.5%)
Disagree	112	(28.9%)

Mean = 2.580

I was truly surprised at these findings, because I expected a majority of respondents to disagree with this statement, when in fact, less than 1/3 disagreed.

(8) "Day care centers should be available at all hours of the night as well as day."

Agree	352	(90.3%)
No Opinion	14	(3.6%)
Disagree	23	(5.9%)

Mean = 1.910

This was the second strongest item in terms of uniform agreement.

(9) "The government should give cash payments for child care to working mothers based upon financial need."

Agree	258 (66.2%)
No Opinion	24 (6.2%)
Disagree	108 (27.7%)

Mean = 2.495

Again, there appears to exist considerable support for government fiscal involvement in child care.

The responses to this question were cross-tabulated with income, with the following results:

Income BY Belief That The Government Should Subsidize Child Care Based on Financial Need

	Agree	No Opinion	Disagree
-$ 5,000	90.2%	1.2%	8.5%
$ 5-$10,000	64.1%	9.0%	26.9%
$10-$15,000	64.3%	2.4%	33.3%
+ $15,000	47.9%	9.2%	42.9%

It is perhaps not too surprising to note that the lower the income, the greater the agreement that the government should subsidize child care for low-income families.

(10) "The best thing about day care centers is their educational programs."

Agree	193 (49.5%)
No Opinion	111 (28.5%)
Disagree	86 (22.0%)

Mean = 2.672

When cross-tabulated with educational levels of the parents, the responses to this question appear consistent with previous findings:

Education BY Desirability of Educational Programs in Day Care Centers

	Agree	No Opinion	Disagree
Grades 1-8	56.3%	31.3%	12.5%
Grades 9-11	46.0%	44.6%	9.5%
High school grad.	49.4%	24.7%	25.9%
Some college	55.9%	18.2%	26.0%
College grad.	46.2%	19.2%	34.6%
Post-grad.	40.0%	20.0%	40.0%

Though not statistically significant, the general trend is that the lower educational levels are more inclined to desire educational programs for their children; while the upper educational levels seem less concerned with structured programs than with a happy, loving environment (see question #10). The value of early childhood education programs, particularly compensatory efforts with "disadvantaged" children, appears to be well-established and recognized.

(11) "Working mothers enjoy the time they spend with their children more than if they were with them all day."

Agree	171 (43.8%)
No opinion	39 (10.0%)
Disagree	180 (46.1%)

Mean = 2.982

(12) "I worry about my child being mistreated while he is being cared for by someone else."

Agree	163 (41.8%)
No Opinion	14 (3.6%)
Disagree	213 (54.6%)

Mean = 3.072

Though a majority disagree with this statement, I find it disquieting that more than 40% of the respondents agreed with it. This seems a bit inconsistent with question #2, where they voiced such satisfaction with the child care they use.

(13) "I don't think that there are enough facilities for the care of school-age children after school."

Agree	219 (56.3%)
No Opinion	131 (33.7%)
Disagree	39 (10.1%)

Mean = 2.391

Since more than one-third of the above responses were in the "No Opinion" category, I suspected that many of the families surveyed had no experience with this area because they had no children in the relevant age range. Considering only those families, therefore, who have school-age children, the following results were obtained:

66.1% Agree
22.6% No Opinion
11.3% Disagree

Here the "No Opinion" response rate is more than 11% less than for the total population, and almost all of this differential response has been in the category of "Agree"--an increase of nearly 10% over the total population. Two-thirds of the respondents who have school-age children, therefore, believe that there are not enough facilities for after-school care.

(14) "The government should not be involved in private child care arrangements."

Agree	230 (59.0%)
No Opinion	45 (11.5%)
Disagree	115 (29.5%)

Mean = 2.613

I find the responses to this question interesting because of the majority (59%) who agree with the general statement that the government should not be involved in private child care arrangements. When asked more specific questions about particular forms of government involvement, however, a majority support these measures:

Almost 65% believe that all child care programs should be licensed;

Continued--

Nearly 62% agree that the government should build and operate day care centers;
More than 66% support the concept of government subsidies for child care based upon financial need.

(15) "Most child care arrangements place too much stress on trying to teach a child things."

Agree	60 (15.6%)
No Opinion	117 (30.2%)
Disagree	210 (54.3%)

Mean = 3.406

Again there appears to be strong support for educational programs in child care.

Question #14 begins the descriptive information on the families surveyed, with the size of household:

9 (2.3%) have only two persons in the household;
101 (26.1%) have three persons in the household;
123 (31.8%) have four persons in the household;
78 (20.2%) have five persons in the household;
45 (11.6%) have six persons in the household;
16 (4.1%) have seven persons in the household;
7 (1.8%) have eight persons in the household;
5 (1.3%) have nine persons in the household;
1 (.3%) have ten persons in the household;
1 (.3%) have twelve persons in the household;
1 (.3%) have thirteen persons in the household;
Mean size of household = 4.447

Question #15 asked if there were any other adults living in the home:

229 (77.1%) responded "yes;"
89 (22.9%) responded "no."

Question #16 asked respondents for the number of children they had in different age categories:

0- 2 years:	128 families	(30.2%)	had one child;
	16 families	(3.8%)	had two children;
	1 family	(.2%)	had three children;
	1 family	(.2%)	had four children;
	278 families	(65.6%)	had no children in this age range.
3- 5 years:	140 families	(33.0%)	had one child;
	22 families	(5.2%)	had two children;
	2 families	(.5%)	had three children;
	260 families	(61.3%)	had no children in this age range.
6- 9 years:	111 families	(26.2%)	had one child;
	43 families	(10.1%)	had two children;
	8 families	(1.9%)	had three children;
	262 families	(61.8%)	had no children in this age range.

Continued--

10-13 years: 109 families (25.7%) had one child;
45 families (10.6%) had two children;
9 families (2.1%) had three children;
1 family (.2%) had four children;
260 families (61.3%) had no children in this age range.

14-18 years: 53 families (12.5%) had one child;
34 families (8.0%) had two children;
7 families (1.7%) had three children;
330 families (77.8%) had no children in this age range.

In summary, of the families surveyed:
34.4% have at least one infant,
38.7% have at least one child age 3-5,
38.2% have at least one child age 6-9,
38.7% have at least one child age 10-13,
22.2% have at least one child age 14-18.

Question #17 asked if the respondents have any other relatives in Clark County:
276 (71.1%) responded "yes;"
111 (28.6%) responded "no."

The surprising fact here, in my opinion, is the very high percentage of families (more than 70%) who have relatives nearby. This contradicts a wide-spread belief that Las Vegas is a community where few young families have any relatives they can call upon for help in emergencies relating to child care needs. This is consistent with the responses to question #9, where only 8% of the respondents would have to go outside their own homes or their own relatives and friends for child care in case of an emergency.

Question #20 asked about respondents' race:
271 (69.5%) are white;
85 (21.8%) are black;
13 (3.1%) are Mexican-American;
3 (.8%) are American Indian;
13 (3.3%) are Asian-American
5 (1.3%) list themselves as "Other."

Excluding the two groups who were chosen directly from the welfare rolls, the racial make-up of the 300 community-at-large respondents is as follows:
83.6% whites,
4.9% blacks
5.2% Mexican-Americans
.7% American Indians,
4.5% Asian-Americans,
1.7% Other.

Comparable racial figures for the entire metropolitan area, based upon the 1970 Census for Nevada, was:
89.5% whites,
9.1% blacks,
.4% American Indians,
.6% Asian-Americans,
.4% Other.

While these figures are not comparable to my sample, several factors need to be kept in mind:

1. It has been five years since the 1970 Census, and the population for the metropolitan area has changed considerably. While the 1970 Census listed the population at 273,288; the 1975 population, based upon Clark County Regional Planning figures is 374,050, an increase of more than 100,000.
2. I never intended to take a representative sample of the entire population, but only of families with young children in the home; and we specifically did extra sampling from welfare rolls in order to focus attention on low-income families.

Question #21 asked about marital status:

261 (66.9%) said they are married;
39 (10.0%) said they are single;
34 (8.7%) said they are separated;
48 (12.3%) said they are divorced;
8 (2.1%) said they are widowed.

Marital status was correlated with identification number to see if different areas of town showed different distributions. Since the single-parent home would be most likely to need full-time child care, and would have the fewest resources to pay for it, categories were collapsed to indicate simply married and non-married (including single, separated, divorced, and widowed):

I.D. Number BY Marital Status

Telephone	Married	Non-married
Prefix 3	61.5%	38.5%
Prefix 4	88.2%	11.8%
Prefix 6	89.0%	11.0%
Prefix 7	85.9%	14.1%
Prefix 8	90.0%	10.0%

Prefix "3," representing the centralized area of Las Vegas, has roughly three times the proportion of non-married parents than other areas. This seems consistent with the higher patterns of child care usage characteristic of this area of town, as described in questions 4 and 5.

Question #22 asked about education:

17 (4.4%) have 8th grade education or less;
82 (21.2%) have completed some high school;
177 (45.9%) are high school graduates;
79 (20.5%) have completed some college;
26 (6.7%) are college graduates;
5 (1.3%) have done post-graduate work.

Again, excluding the groups we took directly from the welfare rolls, the community-at-large group had the following educational

Continued--

characteristics:
3.9% grades 1-8;
11.6% some high school;
47.5% high school graduate;
26.1% some college;
9.2% college graduate;
1.8% post-graduate.
The 1970 Census showed the following educational characteristics for the population as a whole:
14.0% grades 1-8;
20.7% some high school;
40.0% high school graduate;
15.2% some college;
10.0% college graduate and post-graduate.
The same considerations as stated in the analysis of question #20 apply here, with regard to the fact that the educational levels in the 1970 Census do not correspond very closely to those in my sample. The child care sample has higher educational levels than those in the 1970 Census, which is not surprising considering that only families with young children (that is, relatively young adults) were selected for this survey. Their educational levels are, on the whole, probably higher than that of the total population, which would include older, retired persons and marginal individuals who would probably not be rearing young children.

Question #23 asked about religion:
202 (52.6%) are Protestants;
92 (24.0%) are Catholics;
14 (3.6%) are Jewish;
39 (10.2%) are Mormons;
3 (.8%) are Muslims;
9 (2.3%) list themselves as "other;"
25 (6.5%) state they have "no preference."

Question #25 asked the respondents if they are employed outside the home, and if so, what type of work they do:
149 (38.5%) are employed outside the home;
238 (61.5%) are not employed.
For those who held outside employment, we assigned codes based upon the Socioeconomic Index for Occupations in the Detailed Classification of the Bureau of the Census: 1950, transformed to NORC Scale.
1 person (.7%) had an occupation code in the 40's;
43 people (29.3%) had an occupation code in the 50's;
50 people (34.0%) had an occupation code in the 60's;
41 people (27.9%) had an occupation code in the 70's;
12 people (8.2%) had an occupation code in the 80's.

Continued--

Employment was correlated with area of town (based upon telephone prefixes in the identification numbers, with the following results:

I.D. Number BY Employment Status

Telephone	Employed	Not Employed
Prefix 3	58.3%	41.7%
Prefix 4	41.8%	58.2%
Prefix 6	34.1%	65.9%
Prefix 7	41.3%	58.7%
Prefix 8	46.7%	53.3%

Again, prefix #3, representing the downtown area, appears to be the area of greatest need, with nearly 60% of the respondents employed outside the home.

Question #26 asked if they were currently in school or job training:
23 (6%) responded "yes;"
361 (94%) responded "no."

Question #27 asked what their work or school schedule was:
85 (55.6%) work full days;
11 (7.2%) work mornings or afternoons only;
24 (15.7%) work an early night shift (until midnight);
14 (9.2%) work a late night shift (midnight until morning);
3 (2.0%) work split hours;
16 (10.5%) work rotating or irregular hours.

It appears that the majority of working parents can have their children cared for in facilities which do not operate past midnight. The numbers who work an early evening shift (15.7%) or rotating or irregular hours (10.5%) would seem to necessitate an expansion in our resources for early evening care, however.

Question #28 asked how often child care causes the respondents to be late or to miss work, school, or training:
6 (3.9%) responded "once a month or more;"
7 (4.5%) responded "once every couple months;"
28 (18.2%) responded "only once or twice a year;"
113 (73.4%) responded "not at all."

This seems consistent with the findings from the Industrial Child Care survey.

Question #29 was directed at only those respondents who are employed outside the home, and asked what were important reasons for their working:
120 (81.6%) agreed that "Working is necessary for economic survival."
94 (63.5%) agreed that "I work to get a little bit more than the basic necessities."
76 (50.7%) agreed that "I work because it gives me a feeling of independence and self-satisfaction."

Question #30 was asked of only those respondents who are not employed outside the home, and asked what were important reasons for their not working:

158 (66.4%) agreed that "Taking care of my children is more creative and satisfying than taking a job."
74 (27.3%) agreed that "I can't find the kind of child care arrangements I would need."
53 (22.3%) agreed that "I can't make enough money to make it worth my while."
35 (14.8%) agreed that "I don't need the money."

Question #31, the final question in this survey, asked respondents what their total family income, before taxes, was last year:

112 (27.8%) earned less than $5,000 a year;
87 (21.6%) earned $5-10,000;
85 (21.1%) earned $10-15,000;
119 (29.5%) earned more than $15,000.

Excluding the respondents chosen specifically from welfare rolls, income levels are as follows:

10.0% earned less than $5,000 a year;
22.7% earned $5-10,000 a year;
27.7% earned $10-15,000 a year;
39.7% earned more than $15,000 a year.

Comparable figures from the 1970 Census are:

14.4% earned less than $5,000;
30.0% earned $5-10,000;
29.5% earned $10-15,000;
26.2% earned more than $15,000.

The same considerations which were important in questions 20 and 22 in interpreting differences between the child care sample and the Census figures are relevant here as well. The large increase in population since 1970, the selective sampling of only young families with children, and continued inflation and wage increases since 1970 could all account for these differences.

Cross-tabulated with identification numbers, the following distributions of income levels were found:

I.D. Number BY Income

Telephone	-$5,000	$5-10,000	$10-15,000	+$15,000
Prefix 3	37.5%	40.0%	20.0%	2.5%
Prefix 4	4.6%	26.2%	27.7%	41.5%
Prefix 6	11.2%	22.5%	31.3%	35.0%
Prefix 7	1.7%	16.9%	25.4%	55.9%
Prefix 8	3.6%	12.5%	30.4%	53.6%

Prefix #3 (downtown), followed by prefix #6 (Westside, Tonopah Highway) seem to be the areas with higher concentrations of low-income families.

CONCLUSIONS

In conclusion, some of the most pertinent findings from this survey include:

1. The majority of respondents use, and prefer to use, informal child care arrangements outside the scope of licensed care. Roughly 90% voice satisfaction with their present child care arrangements, though more than 40% also indicated that they worry about their child being mistreated while he/she is being cared for by someone else.

2. Parents seem to prefer a home-like atmosphere for infants; a more structured, educational program for preschoolers; and in-home care for their school-age children.

3. Parents tend to use fewer hours of child care for their infants; and seek such care in order to have a chance to socialize and to be relieved of child-rearing responsibilities for a short while. They tend to use longer hours of care for their preschoolers, and to be more explicitly interested in providing their child with an educational program and an opportunity to play with other children.

4. Regardless of the ages of the children, parents appear to be most concerned about the quality of the caregivers, followed by the provision of an educational program. Though I am sure most child care providers would disagree with these findings on the basis of their personal experiences, the costs of child care were not listed as top priority by parents.

5. Findings from this research suggest that different ethnic and subculture groups may place different priorities on various aspects of child care. This might be a fruitful area for future research efforts.

6. There is strong parental support for educational programs and for well-trained staff, particularly dealing with 3-5 year old children.

7. Difficulty in finding good child care does not appear to be associated with income, education, race, area of town, or marital status. Rather, it appears to be characteristic of slightly more than one-third of the general population, and appears to be evenly distributed throughout the population.

8. Parents as a whole seem to support the idea of licensing (though they use unlicensed facilities), government subsidies in child care based upon financial need, and even government building and operating child care centers.

9. On the basis of this study, the area of town with the greatest child care needs is that portion of Las Vegas with the telephone prefixes beginning with "3" -- this area uses the most hours of child care, has the hightest rate of divorced parents and employment, and has the lowest income levels.

FACE SHEET (RANDOM DIGIT DIALING)

Hello. I'm .... and I'm working with the Sociology Department at the University of Nevada at Las Vegas. We are conducting a study of day care services available for young children in Las Vegas. Are there any children in your household below the age of thirteen years?

NO__________ Thank you very much. Sorry to have troubled you.

YES_________ Good. May I please speak to whoever in your family usually makes the arrangements for child care or babysitting for your children. (REPEAT INTRODUCTION IF RESPONDENT IS OTHER THAN THE PERSON WHO ANSWERED THE PHONE)

We would like to hear your ideas on day care services, and your satisfactions and dissatisfactions with the day care experiences of your children. What you say will be held in strict confidence and will not be associated with your name in any way. What you say will become part of a general report, in which your name will not be used, which will combine the views of other parents from this area. Would you mind answering a few questions to help us with our research?

(IF IT APPEARS TO BE AN INCONVENIENT TIME)
Is there any special time during the week when it would be most convenient to phone you?

____

(IF IT APPEARS APPROPRIATE)
Would you like it better if we spoke with you in Spanish?
(IF YES) OK. We will have a Spanish-speaking interviewer phone you in the next couple days.

IBM

I.D. #....______________ (1-5)

Sex: Male................ 1 (6)
Female.............. 2

Interview: Phone......... 1 (7)
Personal..... 2

Status: Interv. Compl... 1 (8)
Refused.......... 2
Incomplete...... 3

DATE	TIME	INTERVIEWER	PHONE #	RESULT

QUESTIONNAIRE

1. First of all, we are interested in all the arrangements you make to have your children cared for when you cannot be present yourself. Would you please tell me which of the following arrangements you presently use for child care, by answering yes or no to each one. Is your child ever cared for.....

	YES	NO	
in your own home by a babysitter.........	1	2	(1-12)
in a relative's or friend's home.........	1	2	(1-13)
in a licensed family day care home.......	1	2	(1-14)
in a preschool or day care center........	1	2	(1-15)
any other type of arrangement?........... (if yes, specify)________________________________	1	2	(1-16)

2. Now we'd like to know how satisfied you are with each of these arrangements that you use. Would you say you were: Very Satisfied, Satisfied, Unsatisfied, or Very Unsatisfied with your child care experiences.........(REPEAT ONLY ITEMS MARKED "YES")

	V.S.	Sat.	UnS.	V.UnS.	N/A	
in your own home by a babysitter......	1	2	3	4	0	(1-17)
in a relative's or friend's home......	1	2	3	4	0	(1-18)
in a licensed family day care home....	1	2	3	4	0	(1-19)
in a preschool or day care center.....	1	2	3	4	0	(1-20)
other (specify)______________________	1	2	3	4	0	(1-21)

3. If you could have any type of child care you wanted, which one of these arrangements would you prefer? Let me repeat them for you.

in your own home by a babysitter...........	1	(1-22)
in a relative's or friend's home...........	2	
in a licensed family day care home.........	3	
in a preschool or day care center...........	4	
some other arrangement you'd prefer?....... (if yes, specify)____________________________	5	

4. Please tell me about how many hours each week you use child care for your children who are under age six.

less than 10 hours	1	(1-23)
10-30 hours	2	
30-50 hours	3	
more than 50 hours	4	
NO CHILD CARE USED	5	
NO CHILDREN UNDER AGE SIX	0	

5. How many hours each week do you use child care for your school-age children?

less than 10 hours	1	(1-24)
10-30 hours	2	
30-50 hours	3	
more than 50 hours	4	
NO CHILD CARE USED	5	
NO SCHOOL-AGE CHILDREN	0	

6. About how much does your child care cost you per week for all of your children?

less than $10	1	(1-25)
$10-20	2	
$21-30	3	
$31-40	4	
$41-50	5	
$51-60	6	
more than $60	7	
NO CHILD CARE USED	0	

7. How close to your home are the child care arrangements you are now using? Would you say....

less than 10 minutes away	1	(1-26)
10-20 minutes away	2	
20-30 minutes away	3	
more than 30 minutes away	4	
in your own home only	5	
DON'T USE ANY CHILD CARE	0	

8. How do your children usually get to and from the place where they receive child care?

do you transport them?	1	(1-27)
does a relative or friend transport them?	2	
does a child care service do it?	3	
do your children walk or take a bus?	4	
is the child care only in your own home?	5	
some other arrangement? (if yes, specify)____________________	6	
DON'T USE ANY CHILD CARE	0	

9. If you had an emergency, such as having to go to the hospital immediately, what arrangements would you make for your children under age 13 if you had to be there for a few days?

IN OWN HOME BY A RELATIVE	1	(1-28)
IN OWN HOME BY A BABYSITTER	2	
IN A RELATIVE'S OR FRIEND'S HOME	3	
IN A LICENSED FAMILY DAY CARE HOME	4	
IN A DAY CARE CENTER	5	
CHILD WOULD STAY BY SELF	6	
OTHER (SPECIFY)	7	
NONE, OR DON'T KNOW	8	

10. People look for many things when they select child care arrangements for their children. I will list five factors which may or may not be important to you in selecting child care arrangements. I'd like to know which of these factors is most important to you. The factors are as follows:

(1) An educational program is provided	1	(1-29)
(2) The cost is reasonable	2	
(3) The care-givers are warm and loving	3	
(4) Transportation is either provided or is easily available	4	
(5) The hours are flexible and the care-giver is available for emergency care	5	

11. Now I'd like to know which is least important to you. I'll repeat the categories:

(1) An educational program is provided......	1	(1-30)
(2) The cost is reasonable..................	2	
(3) The care-givers are warm and loving.....	3	
(4) Transportation is either provided or is easily available.......................	4	
(5) The hours are flexible and the care-giver is available for emergency care...	5	

12. There are many reasons why people need and use child care. If any of the following reasons explain why you need or use child care please answer yes. If any of them do not apply to you, answer no. Do you need or use child care.......

	YES	NO	
So that you can work or look for work................	1	2	(1-31)
So that you can carry on community or volunteer activities..	1	2	(1-32)
Because you need to get away for a while sometimes, to socialize or to go out for an evening......	1	2	(1-33)
To provide your child with an educational program....	1	2	(1-34)
To give your child an opportunity to play with other children...	1	2	(1-35)

13. We are also interested in your feelings and impressions about child care and topics related to child care. I am going to read several statements to you. Please tell me how you feel about each statement, using one of these four categories: Strongly Agree, Agree, Disagree, or Strongly Disagree. Do you have any questions?

(CODE AS FOLLOWS: STRONGLY AGREE - 1, AGREE - 2, NO OPINION - 3,
DISAGREE - 4, STRONGLY DISAGREE - 5)

The person who cares for my child should have some kind of training in child care........................... __________ (1-36)

I've had lots of difficulty in finding good child care... __________ (1-37)

I think that all child care providers, including family day care homes, should be licensed............................ __________ (1-38)

I don't think that children get enough personal attention at day care centers................................ __________ (1-39)

Working mothers miss the best years of their children's lives.. __________ (1-40)

Most child care providers are capable and loving......... __________ (1-41)

The government should build and operate day care centers. __________ (1-42)

Day care centers should be available at all hours of the night as well as day................................. __________ (1-43)

The government should give cash payments for child care to working mothers based upon financial need............. __________ (1-44)

The best thing about day care centers is their educational programs....................................... __________ (1-45)

Working mothers enjoy the time they spend with their children more than if they were with them all day........ __________ (1-46)

I worry about my child being mistreated while he is being cared for by someone else.......................... __________ (1-47)

I don't think that there are enough facilities for the care of school-age children after school................ __________ (1-48)

The government should not be involved in private child care arrangements...................................... __________ (1-49)

Most child care arrangements place too much stress on trying to teach a child things.......................... __________ (1-50)

14. Now I'd like to ask you a few questions about yourself and your family, for statistical purposes. What is the total number of people living in your household now, including yourself? (CIRCLE CORRECT #)

02 03 04 05 06 07 08 09 10 (1-51-52)
11 12 13 14 15 16 17 18 19 20

15. Are there any other persons over 18 years of age living in your household now?

YES.... 1 (1-53)
NO..... 2

16. Now I'd like to know about the children living in your household. Please give me their ages, starting with the youngest up to the oldest.

RECORD THE AGES AS RESPONDENT TELLS THEM TO YOU

____

____

CODING: RECORD THE NUMBER OF CHILDREN IN EACH AGE CATEGORY

0-2 years.......... __________ (1-54)
3-5 years.......... __________ (1-55)
6-9 years.......... __________ (1-56)
10-13 years....... __________ (1-57)
14-18 years....... __________ (1-58)

17. Not counting members of your household, do you have any other relatives in Clark County?

YES..... 1 (1-59)
NO...... 2

(IF "NO", PROCEED TO QUESTION # 20)

18. (IF YES) How many households of relatives?

(none) 0 1 2 3 4 5 6 7 8 9 (more than 8) (1-60)

19. (IF YES) About how often do you get together or talk with any of your relatives in Clark County? Would you say.....

daily	1	(1-61)
couple times a week	2	
weekly	3	
couple times a month	4	
monthly	5	
every couple months	6	
couple times a year	7	
yearly or less	8	
not at all	9	
N/A	0	

20. So that we can be sure we're getting a fair cross-section of all households, please tell me: What is your racial background? Are you:

White	1	(1-62)
Black	2	
Mexican-American	3	
American Indian	4	
Asian-American	5	
Other	6	
NO RESPONSE	0	

21. Are you:

married	1	(1-63)
single	2	
separated	3	
divorced	4	
widowed	5	

22. What is the highest grade of school you completed?

grades 1-8....................1 (1-64)
some high school............ 2
high school graduate........ 3
some college................. 4
college graduate.............5
post graduate work.......... 6

23. Is your religion:

Protestant......... 1 (1-65)
Catholic........... 2
Jewish............. 3
Mormon............. 4
Muslim..............5
Other.............. 6
No preference...... 7

(IF PROTESTANT) What church do you usually attend?

____

____
(PROBE FOR EXACT NAME AND LOCATION, IF POSSIBLE)

24. How often, on the average, have you attended church services or religious functions in the past two or three months? Would you say....

three or more times per week... 1 (1-66)
twice a week.......................2
once a week........................3
once every couple weeks......... 4
monthly......................... 5
only on special occasions...... 6
not at all...................... 7

25. Are you presently employed outside the home either full or part time?

YES..... 1 (1-67)
NO...... 2

(IF YES) What sort of work do you do? (1-68-69)

(WRITE ANSWER VERBATIM; PROBE FOR ADEQUATE DESCRIPTION -- JOB TITLE ALONE MAY NOT BE ENOUGH)

26. Are you presently in school or job training either full or part time?

YES..... 1 (1-70)
NO...... 2

(IF RESPONDENT ANSWERED "NO" TO QUESTIONS 25 AND 26, PROCEED TO QUESTION 30)

27. (IF EMPLOYED, IN SCHOOL, OR IN JOB TRAINING) Which one of these categories best describes your work, school, or training schedule?

full days........................ 1 (1-71)
mornings or afternoons only..... 2
early night shift (up until midnight)............. 3
late night shift (midnight until morning)........ 4
split hours...................... 5
rotating or irregular hours..... 6

28. (IF EMPLOYED, IN SCHOOL, OR IN JOB TRAINING) During the last year, how often have problems with your child care arrangements caused you to be late or to miss work, school, or training? Would you say...

once a month or more.............1 (1-72)
once every couple months........ 2
only once or twice a year....... 3
not at all.......................4

29. (ONLY IF EMPLOYED) People have different reasons for working. Please tell me which of the following reasons apply to you, by answering yes or no to each statement.

	YES	NO	
Working is necessary for economic survival................	1	2	(1-73)
I work to get a little bit more than the basic necessities..	1	2	(1-74)
I work because it gives me a feeling of independence and self-satisfaction....................................	1	2	(1-75)

30. (ONLY IF UNEMPLOYED) Now I'd like to know which, if any, of the following are important reasons why you yourself do not work. Please tell me which of the following reasons apply to you, by answering yes or no to each statement.

	YES	NO	
I can't make enough money to make it worth my while......	1	2	(1-76)
I don't need the money..................................	1	2	(1-77)
Taking care of my children is more creative and satisfying than taking a job.............................	1	2	(1-78)
I can't find the kind of child care arrangements I would need..	1	2	(2-12)

31 (FOR ALL RESPONDENTS) Which of the following categories would best describe your total family income before taxes last year?

less than $5,000 a year.....	1	(2-13)
$5-10,000 a year.............	2	
$10-15,000 a year...........	3	
over $15,000 a year.........	4	

Thank you very much for your cooperation.

BACK SHEET

Please answer the following questions about the interview as best you can. This information is very important to us for purposes of designing future surveys.

1. How many minutes did the interview last?

TIME IN MINUTES ________ (2/14-15)

2. Which of the following best describes the respondent's attitude:

VERY ANTAGONISTIC.......... 1 (2/16)
SOMEWHAT ANTAGONISTIC...... 2
NEUTRAL.................... 3
SOMEWHAT HELPFUL........... 4
VERY HELPFUL............... 5

3. How would you describe the respondent's interest in the interview?

VERY INTERESTED............ 1 (2/17)
SOMEWHAT INTERESTED........ 2
NEUTRAL.................... 3
SOMEWHAT UNINTERESTED...... 4
VERY UNINTERESTED.......... 5

4. Was it difficult to persuade the respondent to start the interview?

ABSOLUTELY NO DIFFICULTY....... 1 (2/18)
SLIGHT DIFFICULTY.............. 2
GREAT DEAL OF DIFFICULTY....... 3

5. Did the respondent ask any questions about the survey?

YES.... 1 (2/19)
NO..... 2

(if yes, specify): ______________________________

____

____

BACK SHEET (continued)

Answer ONLY if this was a refusal or partial completion.

6. When did the respondent terminate the interview? (Specify the exact question number)

QUESTION # __________ (2/20-21)

7. Which best describes how the interview was terminated:

NO WARNING OR EXPLANATION GIVEN........................... 1 (2/22)

AN EXPLANATION WAS GIVEN, TO WHICH YOU WERE NOT GIVEN A CHANCE TO RESPOND.............................. 2

AN EXPLANATION WAS GIVEN, TO WHICH YOU WERE ABLE TO RESPOND.. 3

8. Please explain the exact circumstances under which the interview was terminated.

____

____

____

____

____

Thank you.

APPENDIX D

"YARDSTICKS FOR QUALITY"

The Nevada Child Care Services Division Accreditation System

Prepared by the Child Care Accreditation Task Force

Penny Royce, Consultant. Task Force Members.......
Lucille Guckes, Eva Essa, Mary Burnett, Jack Peters,
Georgia Hastings, Marvin Moss, Connie Mormon,
Linda Vlautin, Hargee Richardson, and Jane Douglas

MANUAL I

CAREGIVER CREDENTIAL PROCEDURES

CONTENTS

1. Introducation
2. General Procedures for Caregiver Assessment
3. Procedures for the Candidate
4. Definitions
5. Competency Areas
6. Scoring Procedures
7. List of References

INTRODUCTION

The 1970's has seen an increasing interest in, and an ever expanding need for early childhood programs. Statistics show that at least one-third of all children under the age of five in the United States are currently enrolled in some type of child care program. With more and more women joining the labor force each year, the necessity for states to make provisions for various child care services has greatly increased. Today there is in existence in Nevada many different types of programs available which provide some form of child care -- family child care homes, group child care homes, pre-schools, child care centers, even 24-hour child care centers. Within each, the need for competent, caring directors and caregivers is a vital necessity. To meet this end is a challenge the State of Nevada must face.

The Child Care Services Division of the Department of Human Resources has come to recognize the need to provide "quality" child care facilities throughout the state. In an attempt to implement this, a set of assessment procedures has been drafted which will eventually award a Certificate of Accreditation to early childhood facilities and an Early Childhood Credential to directors and caregivers. The system will be strictly voluntary in nature. Four different procedural manuals have been formulated to meet the varying needs of the diversified child care facilities in the State. All assessments include observations in the facility as well as oral and written exams; each of these is based wholely or in part on specific defined "competencies" or performance standards which have been made public to all those individuals being assessed.

The procedures for accreditation are as follows:

MANUAL I: CAREGIVER CREDENTIAL PROCEDURES

A. Requirements; Individual is actively involved on a regular basis in caring for young children between the ages of two to six years.

B. Procedures:
1) Observation of the individual's performance in the child care facility based on performance skills defined in the 15 competency areas
2) Administration of an oral interview with questions based on defined competencies
3) Administration of a written exam with questions based on defined competencies

MANUAL II: DIRECTOR/CAREGIVER CREDENTIAL PROCEDURES

A. Requirements: Individual is a director, co-director, or assistant director and also acts as a caregiver.

B. Procedures:
1) Observation of the individual's performance in the child care facility based on performance skills defined in the competency areas
2) Administration of a written exam based on 16 defined competency areas (includes licensing regulations)
3) Administration of an oral interview with questions based on defined competencies

MANUAL III: DIRECTOR CREDENTIAL PROCEDURES

A. Requirements: Individual is acting as a director of a facility and is not normally acting in the capacity of a direct caregiver

B. Procedures:
1) Tour of the facility with observations made relating to director's relations with the children and explanations given relating to: a) Facility philosophy b) Competency areas

2) Administration of a written exam based on 16 defined competency areas (includes licensing regulations)

MANUAL IV: FACILITY ACCREDITATION PROCEDURES

A. Requirements:
1) Facility must pass a checklist based on specific competency requirements (relating primarily to physical facility, equipment and materials)

2) Director must be credentialed

3) Thirty percent of the child/staff ratio as required by the State Licensing Regulations, must be credentialed

4) At least one caregiver in a facility must meet the Caregiver competencies. In those facilities where the director is one of the persons meeting the thirty percent personnel requirement, the director will be required to pass the Director/Caregiver assessment procedures

5) There must be at least one credentialed caregiver in the facility at all times between the hours of 9:00 a.m. and 6:00 p.m.

6) Facility must provide for staff development on an ongoing basis

7) Facility must provide a written statement of program philosophy and program goals to each parent upon enrollment of their child

GENERAL PROCEDURES FOR CAREGIVER ASSESSMENT

1. The assessment of caregivers is voluntary. Individual caregivers may request an assessment in order to receive an Early Childhood Credential.

2. The assessment will be done by a team of three persons knowledgeable in the field of early childhood development and education; the team will be selected by the State Accreditation Task Force.

3. The assessment will cover a two week span and will consist of three different evaluation procedures

   a) Three observations in the child care facility
   b) Oral Interview
   c) Written Exam

4. One observation of two to three hours will be made by each team member on separate occasions.

5. The Oral Interview lasting approximately two to three hours will be conducted by all team members. The interview will be taped.

6. The Written Exam will be offered by the Child Care Services Division on a quarterly basis. Passage of the Written Exam will be required before requesting the entire assessment.

7. A Final Assessment Meeting will be held with all team members. Each competency area will be reviewed in terms of the Observation Evaluations, the Oral Interview and Written Exam. A Summary Score Sheet will be tallied and a Competency Profile drawn up. This profile will graphically depict the areas of strengths and weaknesses of the Candidate.

8. Passage of the assessment will be determined on the basis of points received in each of the three areas. The point system is based on a maximum of 10 defined points per competency area. The Candidate must receive a minimum score of 7 in at least 12 of the 15 competency areas with no scores being below 4 in any area in order to pass.

9. Upon successful completion of the assessment, the Candidate will be awarded a Child Care Services Early Childhood Credential. If it is found that the Candidate needs more training in specific areas, a list of up-coming in-service training sessions related to the competency areas will be given the Candidate.

10. The Policy Board of the Child Care Services Division will act as a Board of Review if a Candidate wishes to appeal a decision.

PROCEDURES FOR THE CANDIDATE

1. Caregiver submits a request to the Child Care Services Division for an assessment.

2. Manual I: CAREGIVER CREDENTIAL PROCEDURES is mailed to Candidate. Candidate carefully reviews competency areas; references are used in areas where the Candidate feels more work is needed.

3. Candidate submits a request to the Child Care Services Division to take the quarterly Written Exam.

4. The Written Exam is taken and successfully passed.

5. Candidate submits a request to the Child Care Services Division for the completion of the assessment. A two week period is set with specific times allotted for the three observations and the Oral Interview.

6. If the Candidate feels any of the performance standards are against his/her philosophy regarding the care and education of young children, Candidate submits a Waiver Form citing the specifics.

7. Candidate notifies the director of the child care facility of the upcoming assessment and makes arrangements for a substitute during the time allotted for the Oral Interview.

8. Candidate assists the Division in arranging the location for the Oral Interview, preferably at the child care facility.

9. Candidate participates in the Oral Interview.

10. Upon completion of the assessment, Candidate is mailed his/her Competency Profile. If the Candidate has passed, a Child Care Services Early Childhood Credential is awarded. If the Candidate has not passed the assessment, he/she will be referred back to the list of competency references and encouraged to attend competency workshops. A reassessment can be done 6 months after the original assessment.

DEFINITIONS

The following definitions are terms found throughout the manual:

Accreditation - Reference herein to the awarding of a "Certificate of Accreditation" to a facility based upon successful completion of the requirements listed in MANUAL IV: FACILITY ACCREDITATION PROCEDURES. The certificate indicates a high level of quality in the staff, equipment and materials of the facility.

Credential - Reference herein to the award made by the Child Care Services Division to a caregiver, director/caregiver, or director based upon successful completion of the specified assessment procedures. The credential indicates quality in performance and an overall understanding of early childhood programs.

Assessment - Reference herein to the overall procedure used to evaluate the performance and understanding of a caregiver, director/caregiver, or director in working with or directing programs for young children. It also refers to the evaluation of facilities with regard to obtaining facility accreditation.

Competency - Reference herein to the demonstration of an ability to perform a specified behavior or action under specified conditions, observable by defined performance standards.

Performance Standards - Reference herein to the specified observable behaviors listed under each competency. These behaviors may be observed in a child care facility or evaluated at specified level of accuracy in an oral interview or a written exam.

Caregiver - Reference herein to any person whose duties include direct care, supervision and guidance of children in a child care facility.

Director/Caregiver - Reference herein to any person who meets the definitions of both caregiver and director.

Director - Reference herein to any person who has responsibility for overall direction and management of a child care facility.

Child Care Services Division - A State Division within the Nevada Department of Human Resources

DEFINITIONS

The following definitions are specific terms found in the order in which they appear in the defined competency areas:

Functional areas - Those areas within the child care environment which meet various developmental needs of the children and which function essentially around one type of activity (e.g., block area, library area)

Age appropriate materials - Those materials best suited for a child at a given age, providing the child with stimulation and a sense of accomplishment (e.g., For 3 year olds: large, simple puzzles; picture books with big, bright pictures and short text, etc.)

Transitions - Those period of times which occur when shifting from one activity to another (e.g., There is a transition period between a work session and snack time, etc.)

Developmental - Refers to developing, maturing, growing, expanding, learning, etc.

Developmental abilities or tasks - Those abilities which a child at a certain age or level of development is expected to be able to accomplish based on maturity and the expectations of those around him.

Developmental needs - Those needs of a child at a certain age or level of development which should be met in order that the natural, orderly progression of growth takes place

Developmental areas - Those areas of personality and physical development which change through the process of growth and maturation (i.e., physical/motor area, social/personal area, intellectual/cognitive area, etc.)

Curriculum - Those activities or events which center around a specific theme or developmental task (e.g., curriculum related to developing self concept might involve children drawing life-size pictures of themselves, making hand prints, measuring self, taping voice, etc.)

Motor skills - Those skills related to the physical movement of the body

Gross motor - Relating to skills which involve large body movements utilizing the arms, legs, torso, etc. (e.g., walking, climbing, running, jumping, etc.)

Fine motor - Relating to skills which involve small body movements and the use of the small muscles of the hand and fingers, foot, toes, etc. (e.g., stringing with beads, drawing with crayons, building with clay, etc.)

DEFINITIONS (CONT.)

Exceptional child - That child who has specific problems in various areas or who has mastered tasks usually expected of an older child (e.g., the child with visual, speech, or motor problems)

Hygiene - Relating to matters of health and cleanliness

Nutrients - Foods which supply the basic nutrition needed for physical growth and health maintenance

Caustic - Capable of burning or destroying by eating away through chemical action

Spontaneous play - That play which occurs "spontaneously" and naturally when children are given the freedom to interact with the environment and/or each other

Dramatic play - That play in which the child acts out or dramatizes various situations which are familiar to him; it is a means of reliving and clarifying experiences and thus helps to expand learning and reduce anxiety (Equipment such as housekeeping areas, dress ups, dolls, etc., encourages such play)

Open questions - Those questions which are asked in a manner that require more than a yes or no answer or a single word answer... and for which there are no right or wrong answers. Active thinking on the part of the child must take place. (e.g., "What different types of circles can you find in this room?" rather than, "Do you see any circles in this room?")

Manipulative toys/materials - Those toys or materials which are capable of being built with, taken apart, fitted together, shaped into, etc., through the use of the small muscles of the fingers (e.g., tinker toys, puzzles, clay, play dough, etc.)

Positive self concept - A feeling of importance, worth, well-being for one's self

Ethnic background - Relating to cultural or racial traits, customs, etc.

Self-help skills - Those tasks which the child is able to perform for himself (e.g., pouring own juice, hanging up own coat)

Listening model - A person who provides an example by carefully and attentively listening and then responding appropriately if necessary (e.g., the teacher who listens closely to a slowly talking child and then responds with an immediate reply)

Language model - A person who provides an example by using speech appropriate to the age and language abilities of the listeners (e.g., for young children an appropriate language model would be use of short, concise, precisely phrased simple sentences)

DEFINITIONS (CONT.)

Cognitive development - The capacity of an individual to recognize, identify, discriminate, and integrate the features of the world around him (e.g., the task of learning to talk is part of the cognitive development of a child)

Natural environment - The physical land surfaces and air conditions which are a part of the earth and its atmosphere (e.g., mountains, plains, rivers, trees, shrubs, flowers, rain, snow, sunshine, etc.)

Sensory - Relating to the use of the basic five senses of the body as a means of learning (i.e., sense of touch, taste, smell, hearing, and seeing)

Spatial relationships - Relating to objects and their position in space (e.g., fitting things together and taking them apart); relating to observing things from different viewpoints; relating to describing and understanding the position of things in relation to each other (e.g., under, above, in front of, etc.)

Classification - The process of noting similarities and differences (grouping), of finding characteristics or attributes of things, and of describing objects in several different ways

Seriation - The process of comparing items (e.g., which one is bigger); of arranging items in order along the same dimension (e.g., which one is the shortest one); and of matching sets of items with another (e.g., which one is identical)

Creative arts - Relating to art, music, rhythmic body movement, oral expression (children's own stories, songs, poems, etc.) and exploration of the environment

COMPETENCY AREAS

1.0.0 ESTABLISHMENT AND MAINTENANCE OF THE PHYSICAL ENVIRONMENT

2.0.0 RELATIONS WITH CHILDREN

3.0.0 CLASSROOM MANAGEMENT (DAILY ROUTINES)

4.0.0 PROGRAM PLANNING, OBSERVATION SKILLS

5.0.0 KNOWLEDGE OF NORMAL AND ABNORMAL CHILD DEVELOPMENT

6.0.0 KNOWLEDGE OF BASIC HEALTH AND NUTRITION

7.0.0 KNOWLEDGE OF BASIC SAFETY

8.0.0 ESTABLISHMENT AND MAINTENANCE OF THE LEARNING ENVIRONMENT: UNDERSTANDING THE VALUE OF SPONTANEOUS PLAY

9.0.0 PROMOTING PHYSICAL DEVELOPMENT

10.0.0 PROMOTING EMOTIONAL AND SOCIAL DEVELOPMENT

11.0.0 PROMOTING LANGUAGE DEVELOPMENT

12.0.0 PROMOTING INTELLECTUAL DEVELOPMENT

13.0.0 PROMOTING DEVELOPMENT IN THE CREATIVE ARTS

14.0.0 RELATIONS WITH ADULTS (PARENTS AND CO-WORKERS)

15.0.0 PERSONAL CHARACTERISTICS/PROFESSIONAL GROWTH

1.0.0 ESTABLISHMENT AND MAINTENANCE OF THE PHYSICAL ENVIRONMENT

1.1.0 Candidate demonstrates an ability to utilize the physical environment to meet the needs of the children within the group

- 1.1.1 Utilizes functional areas which are relevant to the developmental needs of the children (e.g., block area, housekeeping area, etc.)
- 1.1.2 Maintains an overall physical arrangement which allows for adequate supervision of the children at all times
- 1.1.3 Maintains an overall physical environment which is cheerful, well ventilated, and in general, conducive to learning

1.2.0 Candidate demonstrates an understanding of the prupose of the overall physical arrangement

- 1.2.1 In an oral interview, is able to explain why the room has been divided into certain functional areas

1.3.0 Candidate demonstrates an ability to select/use materials and equipment which are relevant to the needs of the children within the group

- 1.3.1 Utilizes materials which are age appropriate, stimulating, and sturdily constructed
- 1.3.2 Provides materials in sufficient quantity to keep all children actively involved during periods of free play
- 1.3.3 Arranges materials and equipment so that they are easily accessible to the children
- 1.3.4 In an oral interview, is able to explain why and how 3 different toys or learning materials are used (Materials to be selected from Candidate's environment)

1.4.0 Candidate demonstrates resourcefulness in utilizing certain materials

- 1.4.1. Utilizes teacher, volunteer or child-made materials
- 1.4.2 In a written exam, is able to list those materials used which have cost little or no money

2.0.0 RELATIONS WITH CHILDREN

2.1.0 Candidates demonstrates knowledge of the importance of respecting and accepting each child as a unique, worthwhile being

- 2.1.1 Converses with and listens to each child with respect
- 2.1.2 Allows each child to complete what the child is saying before answering
- 2.1.3 Bends or stoops down to converse with each child on the child's own level

2.2.0 Candidate demonstrates knowledge of the importance of interacting frequently with each child

- 2.2.1 In an oral interview, is able to cite reasons why it is necessary for a caregiver to frequently interact with each child

2.3.0 Candidate demonstrates an understanding of the importance of providing a warm, accepting emotional climate

- 2.3.1 Expresses warmth and positive behaviors such as frequent smiles, embraces, physical contact as an integral part of the child/caregiver interaction
- 2.3.2 Uses a pleasant, friendly, natural voice
- 2.3.3 Provides frequent praise and encouragement for each child

2.4.0 Candidate demonstrates an ability to skillfully work with children in both small groups and large groups

- 2.4.1 Is able to create and maintain interest in an activity among a small group of children
- 2.4.2 Is able to manage a large group of children with a quiet, controlled voice
- 2.4.3 In a written exam, can list guidelines for working with children in groups of 6 or more

3.0.0 CLASSROOM MANAGEMENT (DAILY ROUTINES)

3.1.0 Candidate demonstrates an understanding of the importance of consistency and regularity for young children

- 3.1.1 Maintains a regular schedule
- 3.1.2 In an oral interview, is able to cite reasons why a child needs a regular schedule

3.2.0 Candidate demonstrates an ability to smoothly handle the daily routine activities of the facility

- 3.2.1 ARRIVALS: Greets all children with a smile and a positive response
- 3.2.2 TRANSITIONS: Handles change of activities calmly and orderly assisting those children who have particular difficulty during these periods of time
- 3.2.3 CLEAN UP: Aids the children during clean up periods, utilizing the time for learning and developing self-help skills
- 3.2.4 TOILETING: Recognizes the warning signs of toileting needs and provides the child with the individual guidance needed; accepts accidents calmly with no attempt to embarrass the child
- 3.2.5 MEALS: Participates with the children encouraging discussion and providing a positive model
- 3.2.6 NAPPING: Sets a proper "quiet stage"; takes into consideration the varying activity levels of the different ages in the group
- 3.2.7 DEPARTURES: Aids children with difficult wraps and attempts to see that each child receives a personal parting on leaving

3.3.0 Candidate demonstrates knowledge of the specific events which should occur regularly during certain routines

- 3.3.1 In a written exam, is able to cite events which should take place during a given routine (e.g., events surrounding mealtime or snacks)

4.0.0 PROGRAM PLANNING, OBSERVATION SKILLS

4.1.0 Candidate demonstrates ability to plan activities for young children

4.1.1 Plans a specific short term activity which is in keeping with the children's developmental abilities and the constraints of available material and space

4.1.2 Schedules daily activities so there is a planned sequence of active and quiet periods (e.g., story time followed by active music experiences)

4.1.3 Schedules daily activities so there is a balance between indoor and outdoor activities

4.1.4 Plans daily activities designed to fulfill the varying developmental needs of the children

4.1.5 In an oral interview, is able to cite a full week's activities which are in keeping with the overall curriculum or focus for that period of time (e.g., study of basic foods could include use of pictures, books, films, cooking experiences, film strips, trip to market, etc.)

4.1.6 In a written exam, is able to write up long term goals for the children in the group concentrating on a specific area of development (e.g., fine motor areas: Ability to cut, string beads, build with small legos, print name, etc.)

4.2.0 Candidate demonstrates an understanding of the importance of observing children to determine their specific needs, to evaluate their growth, to analyse their specific problems, etc.

4.2.1 Utilizes daily attendance and is aware of those children present and absent

4.2.2 In an oral exam, explains how overall evaluations are made of each child in the major developmental areas (physical, social, intellectual, etc.)

4.2.3 In an oral interview, explains the importance of observing children and how own observations are made and evaluated (e.g., use of notebook, file cards, etc.)

4.2.4 In a written exam, cites major factors to note when making an observation of a child

5.0.0 KNOWLEDGE OF NORMAL AND ABNORMAL CHILD DEVELOPMENT

5.1.0 Candidate demonstrates knowledge of the basic developmental stages which all children pass through

- 5.1.1. In a written exam, selects the proper sequence of developing motor skills from a given list
- 5.1.2 In a written exam, selects the proper sequence of language skills from a given list
- 5.1.3 In a written exam, selects the proper sequence of developing social skills from a given list
- 5.1.4 In a written exam, selects the proper sequence of maturing skills from a given list
- [illegible]1 5 In an oral interview, is able to cite normal skills of a child in a given developmental area at an indicated age (e.g., 3 year old, gross motor area: is able to walk well, run well, hop on both feet, possibly tricycle, etc.)

5.2.0 Candidate demonstrates an awareness of the developmental needs of the children within the group

- 5.2.1 Provides at least 3 physical areas which meet the specific developmental needs of the children in the group (e.g., for 3 year olds: provides water play, dramatic play, blocks, etc.)
- 5.2.2 Provides specific activities which are geared for the ages and developmental levels of the children in the group (e.g., for 5 year olds: provides letters to trace, boxes of letters to work with, materials and objects are labeled, etc.)

5.3.0 Candidate demonstrates an awareness of the needs of those children in the group who have special problems or talents

- 5.3.1 Provides special activities which meet the special needs of the exceptional child (e.g., provides balance board and practice time for the child with a motor problem)
- 5.3.2 In an oral interview, is able to cite the behaviors or physical traits which might indicate a child with special needs (e.g., irregular walk, unintelligible speech, etc.)
- 5.3.3 In an oral interview, is able to explain how a child with special problems is incorporated into the program

6.0.0 KNOWLEDGE OF BASIC HEALTH AND NUTRITION

6.1.0 Candidate demonstrates a basic knowledge of the need to provide and maintain a clean and healthy environment

- 6.1.1 Provides an overall environment which is clean and orderly
- 6.1.2 Makes certain that all eating areas and bathroom areas are kept clean and are sufficiently stocked with essentials (soap, tissues, paper towels, toilet paper, etc.)
- 6.1.3 In an oral interview, cites facility procedures for handling a sick child
- 6.1.4 In an oral interview, is able to name some of the early symptoms of illness which young children exhibit (e.g., red eyes, etc.)

6.2.0 Candidate demonstrates an understanding of the importance of establishing sound health and hygiene habits in young children

- 6.2.1 Has children regularly wash their hands before each meal and after toileting
- 6.2.2 Presents a good model for the children to look up to (e.g., clean fingernails, neat hairdo, clean clothes, etc.)

6.3.0 Candidate demonstrates an understanding of the importance of good nutrition for growing young children

- 6.3.1 Makes certain that the children understand the need for nutrients in their snacks and meals
- 6.3.2 Provides nutrition related experiences for the children on a regular basis (e.g., washing and tasting raw vegetables; discussing the importance of food nutrients to parts of the body.
- 6.3.3 In an oral interview, explains how good nutrition is incorporated into the overall program
- 6.3.4 In a written exam, lists several of the basic nutrients required by children daily and gives examples of each (e.g., Vitamin C - orange juice)

7.0.0 KNOWLEDGE OF BASIC SAFETY

7.1.0 Candidate demonstrates an understanding of the need to provide a safe environment by taking precautions to avoid or reduce accidents

- 7.1.1 Makes sure all exits are known to the children and are free of obstacles
- 7.1.2 Keeps the physical environment free of hazardous conditions (e.g., removes large stones from the outside play area)
- 7.1.3 Keeps all toys and learning materials free of peeling paint and broken or hazardous parts
- 7.1.4 Instructs the children and maintains rules regarding the proper use of potentially hazardous materials (e.g., sand, scissors, blocks, etc.)
- 7.1.5 Arranges all equipment so that it is safely positioned
- 7.1.6 Stops and redirects unsafe child behavior (e.g., child building block building too high, child running fast in inside environment, etc.)
- 7.1.7 In an oral interview, is able to cite facility procedures for a fire drill
- 7.1.8 In an oral interview, is able to cite facility procedures used in case of an accident

7.2.0 Candidate demonstrates a knowledge of the hazardous materials which are frequently found in child care facilities

- 7.2.1 In a written exam, is able to list caustic or poisonous materials which are often found in a child care facility
- 7.2.2 In a written exam, is able to list materials or toys which are potentially dangerous and can explain why

8.0.0 ESTABLISHMENT AND MAINTENANCE OF THE LEARNING ENVIRONMENT

UNDERSTANDING THE VALUE OF SPONTANEOUS PLAY

8.1.0 Candidate demonstrates an understanding of the value of spontaneous play as an essential ingredient in the overall development of young children

8.1.1 Provides time in both morning and afternoon sessions when children are allowed to play freely, selecting at will from those activities and materials available

8.1.2 Provides equipment and materials during spontaneous play which allows each child to explore, manipulate, or create freely by himself or with others (e.g., blocks, dramatic play equipment, art materials, etc.)

8.1.3 Is actively involved and helps structure and guide children's learning during free play periods, both indoors and outdoors

8.1.4 Listens to children to obtain information for continuous guidance of spontaneous play

8.1.5 Uses the information gained by listening to the children during spontaneous play time to structure more formal activities

8.1.6 Stimulates children's thinking during spontaneous play sessions through the use of "open questions" (e.g., Asks, "What can we use this box for?" rather than, "Do you want to make a chest with the box?")

8.1.7 Takes advantage of unexpected situations and needs that can be expanded into learning experiences (e.g., incorporates the day's snowstorm into a lesson in science)

8.1.8 In a written exam, can list reasons why spontaneous play is important for young children

8.1.9 In an oral interview, can name materials and equipment which should be made available to the children and can explain why

8.1.10 In an oral interview, is able to cite cues or situations which signal the need for restructuring of an activity (e.g., children riding tricycles in too small an area)

9.0.0 ESTABLISHMENT AND MAINTENANCE OF THE LEARNING ENVIRONMENT:

PROMOTING PHYSICAL DEVELOPMENT

9.1.0 Candidate demonstrates an awareness of the critical importance of gross motor/large muscle experiences for young children

9.1.1 Provides a significant segment of time in which the children can utilize large muscle apparatus (e.g., jungle gyms, swings, trikes, etc.)

9.1.2 Gets actively involved in outdoor and indoor physical experiences

9.1.3 Provides varied activities and equipment which promote the development of the large muscles (e.g., hula hoops, balance boards, physical games, etc.)

9.1.4 Guides children in selecting activities and equipment which meet their needs and strengths (e.g., child with stumbling problems is encouraged to use balance board, to practice walking on masking tape line, etc.)

9.2.0 Candidate demonstrates an awareness of the importance of fine motor/small muscle experiences for young children

9.2.1 Utilizes materials and activities daily which promote fine motor development (e.g., use of crayons, scissors, puzzles, tinker toys, etc.)

9.2.2 Keeps all fine motor materials in good order (e.g., replaces puzzle pieces when missing, sorts out broken logos, etc.)

9.2.3 Guides children in selecting fine motor activities and materials which meet their needs and strengths (e.g., very young child is encouraged to experiment with felt pens but is not expected to write letters, shapes, etc.)

9.3.0 Candidate demonstrates an overall understanding of what gross motor and fine motor activities include and why they are important

9.3.1 In a written exam, is able to define the terms gross motor and fine motor and gives examples of each

9.3.2 In an oral interview, is able to explain the sequence of children's gross motor development (from birth through age 6)

9.3.3 In an oral interview, is able to cite how fine motor activities are implemented into the program

10.0.0 ESTABLISHMENT AND MAINTENANCE OF THE LEARNING ENVIRONMENT:

PROMOTING EMOTIONAL AND SOCIAL DEVELOPMENT

10.1.0 Candidate demonstrates an understanding of the importance of each child building a strong, positive self-concept

- 10.1.1 Provides many opportunities for personal comment about each child (e.g., personal greeting, comment about the child's clothes, praise over an item made, etc.)
- 10.1.2 Provides a private place at the child's level for each child to put his personal belongings (e.g., cubbies, boxes, shelves, etc.)
- 10.1.3 In an oral interview, can name different ways in which the children's home culture and ethnic backgrounds have been included in the children's activities (e.g., teaching a Spanish song, preparing a soul food snack, etc.)

10.2.0 Candidate demonstrates an understanding of the value of each child developing a strong sense of self-reliance

- 10.2.1 Maximizes the child's self-help skills throughout the day (e.g., encourages child to hang up own coat, pour own juice, etc.)

10.3.0 Candidate demonstrates an ability to contribute to the overall social growth of young children

- 10.3.1 Encourages and reinforces with verbal praise behavior which promotes social growth (e.g., taking turns, sharing, taking care of materials, enjoying relationships, working cooperatively, accepting individual differences among peers, etc.)
- 10:3.2 Encourages children to accept and express their feelings within acceptable limits (e.g., provides dramatic play equipment, punching bags, art materials which can be used for release of tensions, etc.)
- 10.3.3 In a written exam, selects the appropriate method of handling a situation dealing with acceptance of individual differences

10.4.0 Candidate demonstrates understanding of the need to establish and maintain rules and appropriate disciplinary measures

- 10.4.1 Sets up and maintains reasonable limits/rules which the children understand and accept
- 10.4.2 Utilizes disciplinary measures consistent with supportive positive development (e.g., does not put child in time-out area for extended time, etc.)
- 10.4.3 In an oral interview, states personal philosophy of guidance and discipline

11.0.0 ESTABLISHMENT AND MAINTENANCE OF THE LEARNING ENVIRONMENT

PROMOTING LANGUAGE DEVELOPMENT

11.1.0 Candidate demonstrates an awareness of the importance of developing listening skills in young children

11.1.1 Provides a good listening model by allowing each child to complete what he is saying and then actively responding with an appropriate answer

11.1.2 Involves children in listening experiences where they must actively listen and then respond to what they have heard (e.g., tells a story and then asks questions relating to the story)

11.2.0 Candidate demonstrates an ability to foster language development in young children

11.2.1 Demonstrates recognition and acceptance of the child's level of language development, his native language, or his dialect

11.2.2 Provides a continuous language model for the children by using precisely phrased, short simple sentences

11.2.3 Takes children's own words and uses them as a foundation upon which to model expanding language

11.2.4 Involves children on a regular basis in language activities or games (e.g., telephone game, show and tell, etc.)

11.2.5 In an oral interview, can explain what an effective language model is and why it is so important for young children

11.3.0 Candidate demonstrates ability to utilize literature experiences as a source of enriching children's language experiences

11.3.1 Reads or tells stories to children using active facial and verbal expressions

11.3.2 Provides a quiet library or reading area with several books which are appropriately selected for the ages and interests of the children

11.3.3 In a written exam, can list the type of books appropriate for different age levels (e.g., for 3 year olds: books with large, bright pictures and simple text, etc.)

12.0.0 ESTABLISHMENT AND MAINTENANCE OF THE LEARNING ENVIRONMENT

PROMOTING INTELLECTUAL DEVELOPMENT (COGNITIVE DEVELOPMENT)

12.1.0 Candidate demonstrates an understanding of the need to utilize the total natural environment as a learning base

12.1.1 Utilizes the immediate natural environment for learning experiences on a daily basis (e.g., uses weather, seasons, geography, etc.)

12.2.0 Candidate demonstrates an understanding of the importance of sensory enrichment as a necessary foundation for all other intellectual development

12.2.1 Provides a variety of sensory materials and activities which promote sensory development and growth (e.g., use of sand paper letters, "feely"bags, sniff bottles, etc.)

12.2.2 In an oral interview, can name activities and their purpose in promoting sensory development

12.3.0 Candidate demonstrates an understanding of the importance of pre-math experiences for the overall development of reasoning and problem solving abilities

12.3.1 Encourages the development of number concepts in the daily learning experiences and everyday language (e.g., counting of number of children present, counting out napkins for snacks, etc.)

12.3.2 Utilizes various materials and activities to make children aware of spatial relationships (up-down, over-under, etc.)

12.3.3 Aids children in gaining knowledge of shapes by using 2 and 3 dimensional materials along with activities to promote the overall concept development (e.g., uses both pictures and real objects to teach shape concepts)

12.3.4 Provides materials for classification and seriation (e.g., various buttons to sort into groups, etc.

12.4.0 Candidate demonstrates an understanding that science for young children is a matter of personal discovery and personal interpretation of the physical environment

12.4.1 Provides the material, space and time for active personal exploration to take place

12.4.2 In a written exam, lists science activities which would foster further investigation among young children (e.g., use of balloon to explain about air)

12.5.0 Candidate demonstrates an understanding that children's thinking develops as they share their ideas with others

12.5.1 Encourages each child to discuss and share individual experiences and discoveries (e.g., through a "Show and Tell" time, through individual time with the caregiver, etc.)

13.0.0 ESTABLISHMENT AND MAINTENANCE OF THE LEARNING ENVIRONMENT

PROMOTING DEVELOPMENT IN THE CREATIVE ARTS

13.1.0 Candidate demonstrates an awareness of the need for young children to explore, experiment and express their ideas through art, music, creative movement and creative oral expression

- 13.1.1 Provides art materials on a daily basis, allowing each child the freedom to express his own ideas
- 13.1.2 Encourages children to explore and use alternate approaches rather than providing children with a single model to be copied
- 13.1.3 Introduces music and rhythm to children on a regular basis
- 13.1.4 Encourages children to explore the rhythm and flow of music and natural sounds through body movement
- 13.1.5 Encourages children to make up their own stories, songs, plays, etc.
- 13.1.6 Guides children in creative play
- 13.1.7 In an oral interview, acts out fingerplays, or songs using active verbal or gestural abilities
- 13.1.8 In an oral interview, cites different art projects which are appropriate for the developmental abilities of the children in the group
- 13.1.9 In a written exam, is able to list a variety of media for use in art projects appropriate for the children in the group (e.g., use of beans for collages, sponges for painting, etc.)
- 13.1.10 In a written exam, is able to list own methods of encouraging children's creative verbal expressions (e.g., children make up a story from a bag of items given them, etc.)

14.0.0 RELATIONS WITH ADULTS (PARENTS AND CO-WORKERS)

14.1.0 Candidate demonstrates an understanding of the importance of establishing and maintaining a positive, productive relationship with the parents

- 14.1.1 Greets parents warmly and with respect
- 14.1.2 Keeps the parents informed of the activities of the facility through bulletin board, notes, phone calls, etc.
- 14.1.3 In an oral interview, explains how communications are made with parents to go over children's progress
- 14.1.4 In an oral interview, cites how parents' help or suggestions have been elicited and incorporated into the program (e.g., parent who is a dental technician visits the class and explains about dental hygiene)
- 14.1.5 In a written exam, selects the appropriate answer with regard to maintaining confidentiality about a child and his family

14.2.0 Candidate demonstrates an understanding of the importance of maintaining positive, cooperative relations among co-workers

- 14.2.1 Maintains a cheerful, open, cooperative manner in working with other staff members
- 14.2.2 Shows respect for other staff members
- 14.2.3 Exchanges ideas freely with other staff members
- 14.2.4 In an oral interview, explains why it is important to keep other staff members informed about plans or activities which would affect the group or entire facility
- 14.2.5 In a written exam, lists ways of improving overall staff relations

15.0.0 PERSONAL CHARACTERISTICS/PROFESSIONAL GROWTH

- 15.1.0 Candidate demonstrates an overall healthy self-concept and a good sense of self confidence
    - 15.1.1 Maintains self control and an attitude of respect for others
    - 15.1.2 Displays a healthy sense of humor
    - 15.1.3 In an oral interview, is able to cite and justify the important personal characteristics needed by a competent caregiver
- 15.2.0 Candidate demonstrates an overall enjoyment of and liking for young children
    - 15.2.1 Actively smiles and openly relates to the children
    - 15.2.2 Appears relaxed and happy in the work
- 15.3.0 Candidate demonstrates a need for flexibility and patience when working with young children
    - 15.3.1 Shows flexibility in changing plans or activities
    - 15.3.2 Displays patience when listening to and working with young children
- 15.4.0 Candidate possesses a sufficient amount of physical energy to keep up with the exacting pace of a child care facility
    - 15.4.1 Moves from one activity to another with energy and enthusiasm, actively involving self in all the day's events
- 15.5.0 Candidate demonstrates an awareness and interest in keeping current with the new materials and methods being utilized in the field
    - 15.5.1 Has participated in in-service training programs
    - 15.5.2 In a written exam, cites personal efforts used to promote own professional growth

SCORING PROCEDURES

1. Passage of the Caregiver Assessment is based on a point system. The Written Exam taken at an earlier date must have been suffessfully passed (PASSING SCORE: 70 out of a possible 100 - 70%). Review of all other points is done at the Final Assessment Meeting.

2. Each competency area has a possible 10 points.

3. At the Final Assessment Meeting, each competency area will be thoroughly reviewed. A Final Score in each area will be tabulated. This score is derived from:

   a) The consensus score from the team on each performance standard.

   b) The competency score taken from the Oral Interview

   c) The competency score taken from the Written Exam

4. Successful passage of the assessment is based on the Candidate receiving a minimum score of 7 points (out of a possible 10 points) in at least 12 of the 15 competency areas. In addition, no scores below 4 will be accepted in any competency area.

5. Final scores in each competency area will be tallied on the summary score sheet and a Competency Profile drawn up to show the specific areas of strengths and weaknesses of the Candidate.

6. If the Candidate feels any specific performance standards or overall compentency areas are against his/her philosophical beliefs related to early childhood education, a waiver form indicating the specifics should be submitted to the Child Care Services Division in advance of the assessment.

SUMMARY SCORE SHEET

(SAMPLE)

		TEAM M.#1	TEAM M.#2	TEAM M.#3	SCORE	ORAL INT.	WRIT. EXAM	FINAL SCORE
1.0.0	PHYSICAL ENVIRONMENT	7	6	7	7	2	0	9
2.0.0	RELATIONS WITH CHILDREN	6	6	5	6	1	0	7
3.0.0	CLASSROOM MANAGEMENT SKILLS	6	6	6	6	1	1	8
4.0.0	PROGRAM PLANNING, ETC.	5	4	4	5	2	0	7
5.0.0	CHILD DEVELOPMENT	3	3	3	3	2	2	7
6.0.0	HEALTH AND NUTRITION	5	6	5	6	2	1	9
7.0.0	SAFETY	6	5	4	6	2	1	9
8.0.0	SPONTANEOUS PLAY	5	5	4	5	1	1	7
9.0.0	PHYSICAL DEVELOPMENT	7	7	7	7	2	0	9
10.0.0	EMOTIONAL AND SOCIAL DEVELOPMENT	7	7	5	7	1	0	8
11.00	LANGUAGE DEVELOPMENT	7	6	7	7	1	1	9
12.0.0	INTELLECTUAL DEVELOPMENT	5	5	4	5	1	1	7
13.0.0	CREATIVE	5	6	6	6	1	1	8
14.0.0	RELATIONS WITH ADULTS	3	3	2	3	2	2	7
15.0.0	PERSONAL CHARACTERISTICS, ETC.	7	6	6	7	1	1	9

FINAL SCORES:

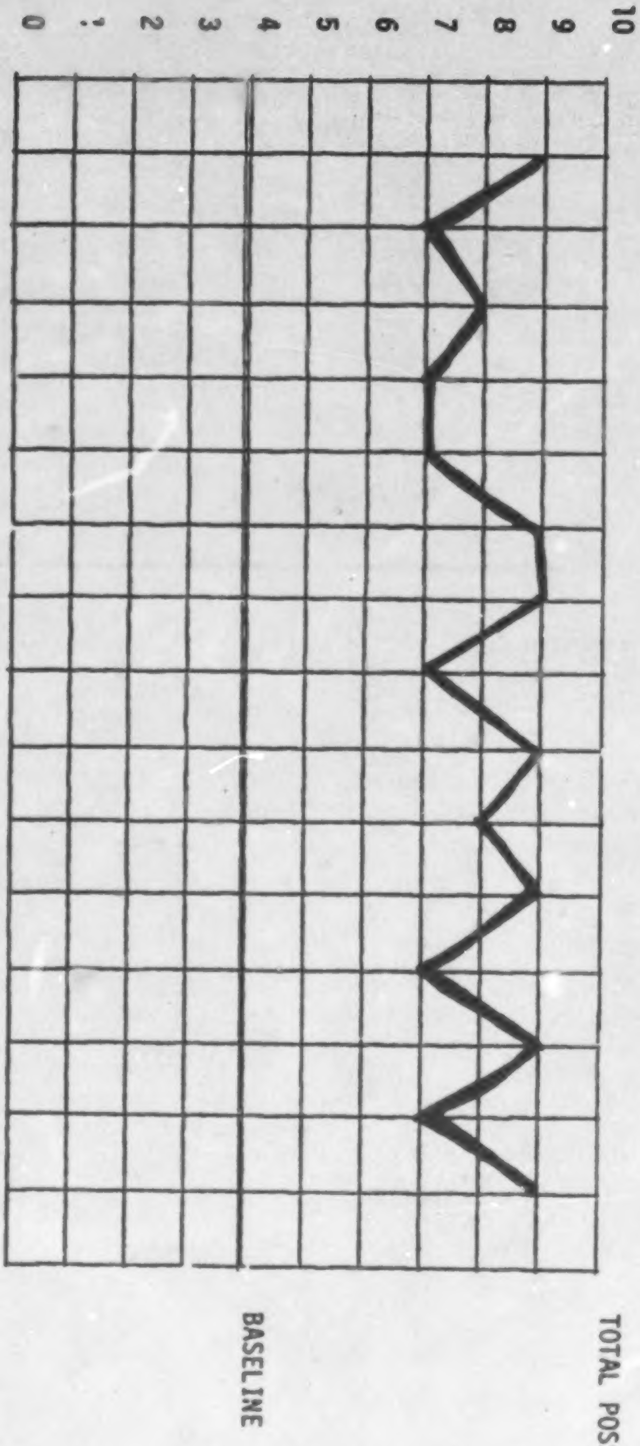
OBSERVATIONS	86
INTERVIEW	22
EXAM	13

FINAL SCORE 121

COMPETENCY PROFILE

(SAMPLE)

1.0.0 PHYSICAL ENVIRONMENT
2.0.0 RELATIONS WITH CHILDREN
3.0.0 CLASSROOM MANAGEMENT
4.0.0 PROGRAM PLANNING
5.0.0 CHILD DEVELOPMENT
6.0.0 HEALTH AND NUTRITION
7.0.0 SAFETY
8.0.0 SPONTANEOUS PLAY
9.0.0 PHYSICAL DEVELOPMENT
10.0.0 EMOTIONAL AND SOCIAL
11.0.0 LANGUAGE DEVELOPMENT
12.0.0 INTELLECTUAL DEVELOPMENT
13.0.0 CREATIVE ARTS
14.0.0 RELATIONS WITH ADULTS
15.0.0 PERSONAL CHARACTERISTICS



121 FINAL SCORE
X SUCCESSFUL
___ NEEDS FURTHER TRAINING

(SAMPLE)

SUMMARY SCORE SHEET

		TEAM M.#1	TEAM M.#2	TEAM M.#3	SCORE	ORAL INT.	WRIT. EXAM	FINAL SCORE
1.0.0	PHYSICAL ENVIRONMENT	5	5	6	6	1	1	8
2.0.0	RELATIONS WITH CHILDREN	4	3	3	3	1	0	4
3.0.0	CLASSROOM MANAGEMENT SKILLS	2	3	3	3	0	0	3
4.0.0	PROGRAM PLANNING, ETC.	4	4	4	4	0	0	4
5.0.0	CHILD DEVELOPMENT	3	3	3	3	1	0	4
6.0.0	HEALTH AND NUTRITION	4	3	4	4	1	1	6
7.0.0	SAFETY	3	3	3	3	1	1	5
8.0.0	SPONTANEOUS PLAY	6	5	5	5	0	1	6
9.0.0	PHYSICAL DEVELOPMENT	7	7	7	7	0	1	8
10.0.0	EMOTIONAL AND SOCIAL DEVELOPMENT	5	5	4	5	0	1	6
11.00	LANGUAGE DEVELOPMENT	3	3	3	3	0	0	3
12.0.0	INTELLECTUAL DEVELOPMENT	3	3	2	3	1	0	4
13.0.0	CREATIVE	5	5	5	5	1	0	6
14.0.0	RELATIONS WITH ADULTS	4	4	3	4	1	2	7
15.0.0	PERSONAL CHARACTERISTICS, ETC.	4	5	4	4	1	1	6

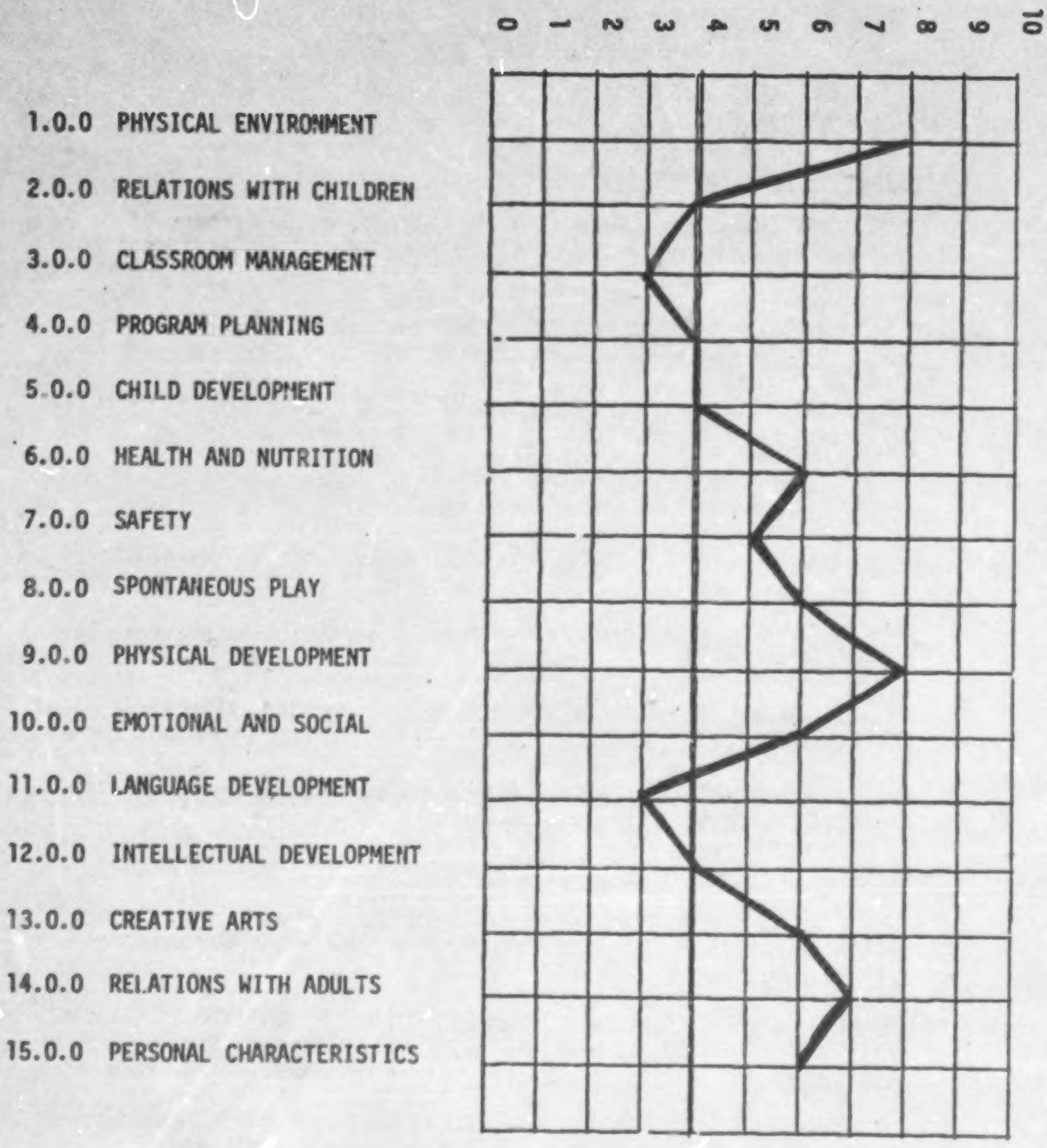
FINAL SCORES:

OBSERVATIONS	62
INTERVIEW	9
EXAM	9

FINAL SCORE 80

COMPETENCY PROFILE

(SAMPLE)



80 FINAL SCORE

___ SUCCESSFUL

X NEEDS FURTHER TRAINING

LIST OF REFERENCES

1.0.0 PHYSICAL ENVIRONMENT

RELATING TO PHYSICAL ARRANGEMENTS:

DESIGNING THE CHILD DEVELOPMENT CENTER, Head Start, Department of Health, Education and Welfare, Washington, DC: U.S. Government Printing Office, 1970

HOUSING FOR EARLY CHILDHOOD EDUCATION, Washington DC: Association for Childhood Education International, 1968

MAKING PLACES, CHANGING SPACES IN SCHOOLS, AT HOME AND WITHIN OURSELVES, Fallones Scrapbook, New York: Random House, 1971

PATTERNS FOR DESIGNING CHILDREN'S CENTERS, F. Osmon, New York: Educational Facilities Laboratory, 1971

PLANNING ENVIRONMENTS FOR YOUNG CHILDREN, S. Kritchevsky, Washington, DC, National Association for the Education of Young Children, 1969

PLANNING PLAYGROUNDS FOR DAY CARE, Atlanta, Georgia: Southeastern Day Care Project, 1973

SPACE, ARRANGEMENTS, BEAUTY IN SCHOOL, Washington, DC: Association for Childhood Education International

"Space and Equipment," in NURSERY SCHOOL MANAGEMENT GUIDE, C. Cherry, Belmont, California: Fearon, 1973

RELATING TO MATERIALS AND EQUIPMENT:

BEAUTIFUL JUNK, Head Start, Office of Child Development, Department of Health, Education and Welfare, Washington, DC: U.S. Government Printing Office, 1967

BASIC INDOOR EQUIPMENT, YOUR OUTDOOR ENVIRONMENT, YOUR INDOOR LEARNING ENVIRONMENT, SMALL EQUIPMENT, SUPPLIES AND MATERIALS, Brochures from TEXAS GUIDE TO DAY, Austin, Texas: State Department of Welfare

CREATING WITH MATERIALS FOR WORK AND PLAY, Bulletin No. 5, Washington, DC, Association for Childhood Education International, 1961

"Developing the Classroom," in DAY CARE, B. Evans et al, Boston: Beacon Press, 1971

LEARNING MATERIALS NOTEBOOK, K. Hewitt, Utah Home Care Enrichment Center, 1974

PLAY -- A CHILDREN'S BUSINESS: A GUIDE TO SELECTION OF TOYS AND GAMES Bulletin No. 74, Washington, DC, Association for Childhood Education International, 1969

1.0.0 PHYSICAL ENVIRONMENT (CONT.)

PRESCHOOL GUIDE, Denver, Colorado: Future Homemakers of Colorado, [illegible]

"Things to Make for Your Room," in TEACHING THE YOUNG CHILD, S. Rounds, New York: Agathon Press, 1975

WORK JOBS, M. Lorton, Menlo Park, California: Addison-Wessely Publishing Company, 1972

2.0.0 RELATIONS WITH CHILDREN

HOW TO TALK WITH CHILDREN (AND OTHER PEOPLE), G. Della-Piana, New York, John Wiley and Sons, 1973

"Teaching, What Is It?" In PRESCHOOL LEARNING AND TEACHING, C. Landreth, New, York, Harper and Row Publishers, 1972

"The Teacher and the Techniques She Uses," in INTRODUCTION TO EARLY CHILDHOOD EDUCATION, New York, The Macmillan Company, 1971

UNDERSTANDING AND GUIDING YOUNG CHILDREN, K. Baker, Englewood Cliffs, New Jersey, Prentice-Hall, 1967

LIVING WITH CHILDREN, G. Patterson and E. Gullion, Champaign, Illinois: Research Press, 1973

"Being a Significant Adult in Children's Lives," in GUIDING YOUNG CHILDREN, V. Hildebrand, New York: The Macmillan Company, 1975

PARENT EFFECTIVENESS TRAINING, T. Gordon, New York, Peter H. Wyden, Inc., 1974

"Conversing with Children," in BETWEEN PARENT AND CHILD, H. Ginott, New York, The Macmillan Company, 1965

3.0.0 CLASSROOM MANAGEMENT

"Children's Programs," in NURSERY SCHOOL MANAGEMENT GUIDE, C. Cherry, Belmont, California: Fearon Publishing Company, 1973

GUIDANCE OF THE YOUNG CHILD, J. Langford and H. Rand, New York: John Wiley and Sons, 1975

GUIDING YOUNG CHILDREN, V. Hildebrand, New York, The Macmillan Company, 1975

"Helping Children in Routine Situations," in THE NURSERY SCHOOL: A HUMAN RELATIONSHIPS LABORATORY, K. Read, Philadelphia: W.B. Saunders Company, 1960

HOW TO START AND OPERATE A DAY CARE HOME, A. Griffin, Chicago: Henry Regnery Company, 1973

"Planning for Learning," in GOOD SCHOOLS FOR YOUNG CHILDREN, S. Leeper et al, New York, Macmillan Publishing Company, 1974

"Routines, Activities and Schedules," in TEXAS GUIDE FOR DAY CARE, Austin Texas, State Department of Welfare

"Teaching and Learning Strategies," in CARING FOR CHILDREN, M. Draper and H. Draper, Peoria, Illinois: Charles A. Bennett Publishing Company, 1975

"The Why's and Wherefores of Programming," in THE THREE, FOUR AND FIVE YEAR OLD IN A SCHOOL SETTING, G. Pratt-Butler, Columbus, Ohio: Charles E. Merrill Publishing Company, 1975

4.0.0 PROGRAM PLANNING, OBSERVATION SKILLS

RELATING TO PROGRAM PLANNING:

A CHILD GOES FORTH: A CURRICULUM GUIDE FOR TEACHERS OF PRESCHOOL CHILDREN, B. Taylor, Provo, Utah: Brigham Young University Press, 1964

A PLANNING GUIDE, Chapel Hill Outreach Project, North Carolina, 1972

CHURCH CHILD CARE/DAY CARE: CURRICULUM PLANNING GUIDE

CURRICULUM IDEAS FOR YOUNG CHILDREN, V. Carmichael, Los Angeles: So. California Association for the Education of Young Children, 1969

CURRICULUM IS WHAT HAPPENS: PLANNING IS THE KEY, L. Dittman, Washington, DC, National Association for the Education of Young Children, 1970

DAILY PROGRAM I. II, III, Project Head Start, Office of Child Development, Department of Health, Education, and Welfare, 1969

DEVELOPMENTAL CURRICULUM: A TOTAL APPROACH, L. McSpadden, Head Start Cay Care Center, Salt Lake City, Utah

"Program Planning and Evaluating," in INTRODUCTION TO EARLY CHILDHOOD EDUCATION, V. Hildebrand, New York: The Macmillan Company, 1971

"Sample Developmental Units," in CARING FOR CHILDREN, M. DRAPER, Peoria, Illinois: Charles C. Bennett Company, 1975

OBSERVING AND RECORDING SKILLS:

DEVELOPING OBSERVATION SKILLS, C. Cartwright, New York: McGraw Hill Book Company, 1974

EVALUATING CHILDREN'S PROGRESS: A RATING SCALE FOR CHILDREN IN DAY CARE, Southeastern Day Care Project, Washington, DC: Day Care and Child Development Council, 1973

EVALUATING PERFORMANCE AND PROGRESS, Project Head Start, Department of Health, Education and Welfare, Washington, DC: U.S. Government Printing Office, 1969

HOW TO DEFINE, OBSERVE AND RECORD BEHAVIOR, G. Hecker, D. Adams, Utah State University, Provo, Utah, 1974

OBSERVING AND RECORDING THE BEHAVIOR OF YOUNG CHILDREN, D. Cohen, New York: Teachers College Press, 1967

"Record Keeping and Planning," in TEACHING THE YOUNG CHILD, S. Rounds, New York: Agathon Press, 1975

TECHNIQUES FOR OBSERVING NORMAL CHILD BEHAVIOR, N. Carbonara, University of Pittsburgh Press, 1961

5.0.0 NORMAL AND ABNORMAL CHILD DEVELOPMENT

RELATING TO NORMAL CHILD DEVELOPMENT:

A CHILD GROWS UP, C. Peterson, New York: Alfred Publishing Company, 1974

CHILDHOOD AND ADOLESCENSE, J. Church and J. Stone, New York: Random House, 1973

INFANT AND CHILD IN THE CULTURE OF TODAY, A. Gesell, New York: Harper and Brothers, 1943

LEARNING ABOUT CHILDREN, R. Shuey and E. Young, Philadelphia, Pa.: Lippincott, 1969

THE CHILDREN, G. LeFrancois, Belmont, California: Wasdworth Publishing Company, 1974

THE MAGIC YEARS, S. Fraiberg, Charles Scribner and Sons, New York, 1959

RELATING TO ABNORMAL CHILD DEVELOPMENT:

CHILDREN WITH SPECIAL PROBLEMS: A MANUAL FOR DAY CARE OPERATORS, Greater Minneapolis Day Care Association, Day Care and Child Development Council, 1972

"PROVIDING FOR CHILDREN WHO NEED UNIQUELY DIFFERNENT SERVICES," in GOOD SCHOOLS FOR YOUNG CHILDREN, S. Leeper et al, New York, The Macmillan Company, 1974

SERVING CHILDREN WITH SPECIAL NEEDS, Office of Child Development, Department of Health, Education and Welfare, 1972

"UNDERSTANDING YOUNG CHILDREN: THE HANDICAPPED CHILD IN THE NORMAL PRESCHOOL CLASS," C. Mayer, Urbana, Illinois: ERIC/ECE, # 114

"UNDERSTANDING YOUNG CHILDREN: LEARNING DEVELOPMENT AND LEARNING DISABILITIES, C. Mayer, Urbana, Illinois: ERIC/ECE, #116

6.0.0 BASIC HEALTH AND NUTRITION

RELATING TO HEALTH:

CHILDREN IN DAY CARE WITH FOCUS ON HEALTH, U.S. Department of Health Education and Welfare, Washington, DC, 1967

FIRST AID MANUAL, American Medical Association, Chicago, Illinois, 1971

HEALTH SERVICES, Day Care Series, A.F. North, Jr., U.S. Department of Health, Education, and Welfare, Washington, DC

"Minimizing Illness and Accident," GUIDE FOR TEXAS DAY CARE, Austin, Texas, State Department of Welfare

MUMMY, I DON'T FEEL WELL: A PICTORIAL GUIDE TO COMMON CHILDHOOD ILLNESSES, G. Vaughn, London: Sir Joseph Causton and Sons, LTD, 1970

NURSERY SCHOOL MANAGEMENT GUIDE, "Health," C. Cherry, Belmont, California: Fearon, 1973

PROGRAMS FOR INFANTS AND YOUNG CHILDREN: PART III HEALTH, Washington, DC, The Appalachian Regional Commission, 1970

SUMMARY OF COMMUNICABLE DISEASES COMMON AMONG CHILDREN, State Department of Health, Austin, Texas

RELATING TO NUTRITION:

CREATIVE FOOD EXPERIENCES FOR CHILDREN, M. Goodwin and G. Pollen, Washington, DC, Center for Science in the Public Interest, 1974

FEEDING YOUNG CHILDREN, Guide for Texas Day Care, Austin, Texas: State Department of Welfare

FEEDING LITTLE FOLKS, National Dairy Council, E. McEnery, Chicago, Illinois, 1969

FOOD BEFORE SIX, National Dairy Council, Chicago, Illinois, 1974

FOOD FACTS AND FUN FOR CHILDREN, F. Barber and C. Murdock, Salt Lake Utah: Randers Publishing Company, 1972

FOOD FOR CHILDREN: IN PRESCHOOL CENTERS, IN SUMMER PROGRAMS, Consumer and Marketing Service, U.S. Department of Agriculture, Washington, DC, 1969

FOOD FOR GROUPS OF YOUNG CHILDREN CARED FOR DURING THE DAY, M. Hillie and D. Helen, Department of Health Education and Welfare, Washington, DC, 1969

NUTRITION: BETTER EATING FOR A HEAD START (#3), NUTRITION: STAFF TRAINING (#3D), NUTRITION: EDUCATION FOR YOUNG CHILDREN (#3F), Head Start, Department of Health, Education, and Welfare, Washington, DC, 1969

PROGRAMS FOR INFANTS AND YOUNG CHILDREN, PART III, NUTRITION, Appalachian Regional Commission, Washington, DC, 1970

7.0.0 BASIC SAFETY

A GUIDE FOR TEACHING POISON PREVENTION IN KINDERGARTENS AND PRIMARY GRADES, Washington, DC: U.S. Department of Health, Education and Welfare, Division of Accident Prevention, 1965

FIRST AID MANUAL, American Medical Association, Chicago, Illinois, 1971

FROM HAND TO HEAD, M. Rudolph, Webster Division, McGraw-Hill, New York, 1973

"Health and Safety," in TEACHING THE PREKINDERGARTEN CHILD, INSTRUCTIONAL DESIGN AND CURRICULUM, B. Vance, Monterey, California: Brooks/Cole Publishing Company, 1973

"Health and Safety," in A CURRIC[illegible] FOR CHILD CARE CENTERS, C. Seefeldt, Columbus, Ohio, Charles E. Me[illegible], 1974

MINIMIZING ILLNESS AND ACCIDENT, Texas Department of Public Welfare, Austin, Texas

"Protecting Your Children in Case of Fire," Guide for Texas Day Care, State Department of Welfare, Austin, Texas

"Safety," in NURSERY SCHOOL MANAGEMENT GUIDE, C. Cherry, Belmont, California, Fearon, 1973

8.0.0 SPONTANEOUS PLAY

ALL IN PLAY, R. M. Shoemaker, New York: Play Schools Association, 1958

CHILDREN'S PLAY, INDOORS AND OUT, New York, E. P. Dutton and Company, 1935

DEVELOPMENTAL CURRICULUM, "VALUES OF PLAY," L. McSpadden, Head Start Day Care Center, Salt Lake City, Utah

LET'S PLAY OUTDOORS, K. Baker, Washington, DC: National Association for the Education of Young Children, 1966

PLAY AS LEARNING, C. Baldwin, H. Bayer, Cornell Extension Bulletin No. 1155, Ithaca, New York: Cornell University Press, 1967

PLAY AS A LEARNING MEDIUM, D. Sponseller (ed.), Washington, DC, National Association for the Education of Young Children, 1974

PLAY -- CHILDREN'S BUSINESS, Washington, DC: Association for Childhood Education International, 1963

PLAY: THE CHILD STRIVES TOWARD SELF-REALIZATION, Washington, DC, National Association for the Education of Young Children, 1971

"The Play of the Young Child," C. Seefeldt, Columbus, Ohio: Charles E. Merrill, 1974

UNDERSTANDING CHILDREN'S PLAY, R. HARTLEY, New York: Columbia University Press, 1957

9.0.0 PROMOTING PHYSICAL DEVELOPMENT

ACTIVE LEARNING, B. Cratty, Englewood Cliffs, New Jersey: Prentice-Hall, 1971

"Big Muscle Builders" and "Manual Dexterity," in LAUNCHE, M. Platts, Michigan: Educational Services, Inc., 1972

"Guiding Play and Physical Activity," in NURSERY-KINDERGARTEN EDUCATION, J. Levitt, New York: McGraw Hill Book Company, 1958

"Helping Children Develop Perceptual and Motor Skills," in EARLY CHILDHOOD PROGRAMS, A. Butler et al, Columbus, Ohio, Charles E. Merrill, 1975

IMPROVING MOTOR-PERCEPTUAL SKILLS, Portland Public Schools, Northwest Regional Laboratory

"Learning Activities in the Outdoors," in INTRODUCTION TO EARLY CHILDHOOD ACTIVITY, B. Hildebrand, New York: The Macmillan Company, 1971

LET'S PLAY OUTDOORS, Washington, DC: National Association for the Education of Young Children, 1966

PLAY WITH A PURPOSE, M. Henderson, M. Elliot, J. LaBerge, New York: Harper and Row, 1966

10.0.0 PROMOTING EMOTIONAL AND SOCIAL DEVELOPMENT

A GUIDE TO DISCIPLINE, J. Galambos, Washington, DC: National Association for the Education of Young Children, 1969

"Discipline," in CARING FOR CHILDREN, M. Draper and H. Draper, Peoria, Illinois: Charles A. Bennett Publishing Company, 1975

"Guiding the Young Child," in CHILD CARE AND DEVELOPMENT CAREERS, State of Minnesot, Department of Home Economics, 1971

GUIDING YOUNG CHILDREN, V. Hildebrand, New York: Macmillan Publishing Company, 1975

I CAN DO IT, Project Enlightenment, North Carolina, 1973

PARENTS ARE TEACHERS, W. Becker, Champaign, Illinois: Research Press, 1971

"Me Experiences," in A YOUNG CHILD EXPERIENCES, S. Kaplan et al, Pacific Palisades, California: Goodyear Publishing Company, 1975

"Social Development and Understanding," in THE THREE, FOUR AND FIVE YEAR OLD IN THE SCHOOL SETTING, G. Pratt-Butler, Columbus, Ohio: Merrill Company, 1975

10.0.0 (Continued)

SOCIAL ACTIVITIES CARDS, E. Young and the Amazing Life Games Theater, Boston, Houghton Mifflin, 1971

TEACHING SOCIAL BEHAVIOR TO YOUNG CHILDREN, S. Shank, D. Wilson, Champaign, Illinois, Research Press, 1973

"Helping Children Develop Socially and Emotionally," in EARLY CHILDHOOD PROGRAMS, A. Butler et al, Columbus, Ohio: Charles E. Merrill, 1975

"Social Development and Understanding," in THE THREE, FOUR, AND FIVE YEAR OLD IN A SCHOOL SETTING, G. Pratt-Butler, Columbus, Ohio: Charles E. Merrill Company, 1975

"Understanding Feeling in Areas Where Feelings Are Strong," in THE NURSERY SCHOOL: A HUMAN RELATIONSHIPS LABORATORY, K. Read, Philadelphia, W. B. Saunders Company, 1975 (Rev.)

UNDERSTANDING YOUR CHILD: EMOTIONAL AND SOCIAL DEVELOPMENT AND DISABILITIES, C. Mayer, No. 115, Urbana, Illinois, ERIC/ECE

WHO AM I: THE DEVELOPMENT OF SELF CONCEPT, D. Kiester, Durham, North Carolina: Learning Institute of North Carolina, 1973

"Social Concepts and Behavior," in TEACHERS OF YOUNG CHILDREN, D. Croft and R. Hess, Boston: Houghton Mifflin Company, 1972

"Helping Children Develop Socially and Emotionally," in EARLY CHILDHOOD PROGRAMS, A. Butler et al, Columbus, Ohio: Charles E. Merrill, 1975

11.0.0 PROMOTING LANGUAGE DEVELOPMENT

RELATING TO LANGUAGE:

CHILDREN LEARN THE LANGUAGE ARTS, Minneapolis, Burgess Publishing Company, 1959

"Communication and Literature," in THE THREE, FOUR, AND FIVE YEAR OLD IN A SCHOOL SETTING, G. Pratt-Butler, Columbus, Ohio: Charles E. Merrill Publishing Company, 1975

HELPING CHILDREN TALK BETTER, C. Van Ripper, Better Living Booklet, Chicago, Illinois

HELPING YOUNG CHILDREN DEVELOP LANGUAGE SKILLS, M. Karnes, Arlington, Virginia: The Council for Exceptional Children, 1968

"Language Arts," in KIDS' STUFF, I. Forte et al, Nashville, Tennessee: Incentive Publications, 1969

LANGUAGE MOTIVATING EXPERIENCES FOR YOUNG CHILDREN, Van Nuys, California: DFA Publishers, 1968

LEARNING TO TALK: A PARENTS' GUIDE TO THE FIRST FIVE YEARS, C.L. Green, New York, Harper and Brothers Publishing Company, 1960

"Language, Stories and Books," in A CHILD GOES FORTH, B. Taylor, Provo, Utah: Brigham Young University Press, 1973 (Rev.)

"Opportunities for Growth in Language Abilities," in AN ACTIVITIES HANDBOOK FOR TEACHERS OF YOUNG CHILDREN, D. Croft, R. Hess, Boston: Houghton Mifflin, 1972

"The Young Child and Language," in A CURRICULUM FOR CHILD CARE CENTERS, C. Seefeldt, Columbus, Ohio: Charles E. Merrill Publishing Company, 1974

UNDERSTANDING YOUNG CHILDREN: LANGUAGE DEVELOPMENT AND DISABILITIES, C. Mayer, Alaska Treatment Center for Crippled Children and Adults, No 117, ERIC/ECE, Urbana, Illinois

RELATING TO LITERATURE:

ADVANTURES IN LITERATURE WITH CHILDREN, No 92, Washington, DC, Association for Childhood Education International

CHILDREN AND BOOKS, M. Arbuthnot, Chicago: Scott, Foreman and Company, 1964 (Rev.)

BIBLIOGRAPHY OF BOOKS FOR CHILDREN, Bulletin No. 37, Washington, DC: Association for Childhood Education International

CHILDREN'S STORIES AND HOW TO TELL THEM, J. B. Esenwhin, Springfield, Massachusetts: Home Correspondence School, 1917

WHAT BOOKS FOR CHILDREN, F. Josette, New York: Doubleday, Doran &Co, 1937

12.0.0 PROMOTING INTELLECTUAL DEVELOPMENT

RELATING TO THE NATURAL ENVIRONMENT:

BITS AND PIECES, Washington, DC: Association of Childhood Education International

"Our World," in TEACHING THE PRE-KINDERGARTEN CHILD, B. Vance, Monterey, California: Brooks/Cole Publishing Company, 1973

SNIPS AND SNAILS AND WALNUT WHALES, P. Fiarotta, New York: Workman Publishing Company, 1975

"Teacher Planning: Ideas for Teaching With Nature," in THE IDEA BOX, Washington, DC, National Association for the Education of Young Children, 1973

WHEN I DO, I LEARN, B. Taylor, Provo, Utah: Brigham Young University Press

RELATING TO PRE-MATH ACTIVITIES:

CREATIVE MATH EXPERIENCES FOR THE YOUNG CHILD, I. Forte, J. MacKenzie, Nashville, Tennessee: Incentive Publications, 1973

I DO AND I UNDERSTAND, J. Wiley, Nuffield Math Project, Newgate Press Ltd.

KIDS' STUFF, I. Forte et al, Nashville, Tennessee: Incentive Publications

MATH ACTIVITY CARDS, E. Young and the Amazing Life Games Theater, Boston: Houghton Mifflin, 1971

"Mathematics," in TEACHING THE PRE-KINDERGARTEN CHILD, B. Vance, Monterey, California: Brooks/Cole Publishing Company, 1973

RELATING TO SCIENCE ACTIVITIES:

GUPPIES, BUBBLES AND VIBRATING OBJECTS, J. McGavack, Jr., and D. LaSalle, New York: The John Day Company, 1969

KIDS' STUFF, I. Forte et al, Nashville, Tennessee: Incentive Publications, 1969

NURSERY AND KINDERGARTEN SCIENCE ACTIVITIES, Jenkintown, Pennsylvania, Prime Education Company. 1967

SCIENCE EXPERIENCES FOR NURSERY SCHOOL CHILDREN, D. Haupt, Washington, DC: National Association for the Education of Young Children

SCIENCE EXPERIENCES FOR YOUNG CHILDREN, R. Althouse, C. Main, New York: Teachers College Press, 1975

12.0.0 (Continued)

RELATING TO SCIENCE ACTIVITIES (Continued)

SCIENCE EXPERIENCES FOR YOUNG CHILDREN, V. Carmichael, Los Angeles, California, Southern California Association for the Education of Young Children, 1969

RELATING TO OVERALL COGNITIVE GROWTH:

A. TEACHER'S GUIDE TO COGNITIVE TASKS FOR THE PRE-SCHOOL CHILD, O. Cahoon, Provo, Utah: Brigham Young University Press, 1974

THINKING GOES TO SCHOOL, N. Furth, N. Wachs, New York: Oxford Press, 1974

THINKING IS CHILD'S PLAY, E. Sharp, E. P. Dutton, 1969

13.0.0 PROMOTING THE CREATIVE ARTS

RELATING TO ART ACTIVITIES:

AN ACTIVITIES HANDBOOK FOR TEACHERS OF YOUNG CHILDREN, Boston: Houghton Mifflin, 1972

ART ACTIVITIES FOR THE VERY YOUNG, L. Hoover, Worcester, Massachusetts: Davis Publications, 1961

"Artistic Experiences for Young Children," in A CURRICULUM FOR CHILD CARE CENTERS, C. Seefeldt, Columbus, Ohio: Charles E. Merrill, 1974

BITS AND PIECES: IMAGINATIVE USES FOR CHILDREN'S LEARNING, Washington, DC, Association for Childhood Education International, 1967

CHILDREN'S DRAWINGS FROM LINES TO PICTURES, B. Biber, New York: Bank Street College, 1962

CREATIVE ACTIVITIES, D. Haupt and K. Osborn, Detroit, Michigan: The Merrill Palmer School, 1955

CREATIVE ART FOR THE DEVELOPING CHILD, C. Cherry, Belmont, California: Fearon Publishers

ELEMENTARY TEACHERS ARTS AND CRAFTS IDEAS FOR EVERY MONTH OF THE YEAR, I. Robbins, W. Nyack, New York: Parker Publishing Company, 1970

I SAW A PURPLE COW

KIDS' STUFF, I. Forte et al, Nashville, Tennessee: Incentive Publications, 1969

RECIPES FOR ART AND CRAFT MATERIALS, H. Sattler, Lothrop, Lee and Shepard Company, New York, 1973

RELATING TO ART ACTIVITIES: (Continued)

TEACHING ART TO CHILDREN, B. Jefferson, Boston: Allyn and Bacon, 1959

THE ARTS ACTIVITY CARDS, E. Young and the Amazing Life Games Theater Boston: Houghton Mifflin Company, 1971

THE ART OF THE YOUNG CHILD, J. Bland, New York: Museum of Modern Art, 1958

THE PLAYGROUP BOOK, M. Winn and M. Porcher

WATER, SAND, AND MUD AS PLAY MATERIALS, Washington, DC: National Association for the Education of Young Children, 1959

RELATING TO MUSIC:

AMERICAN FOLK SONGS FOR CHILDREN, New York: Doubleday, 1948

IT'S FUN TO TEACH CREATIVE MUSIC, M. Rosenberg, Play Schools Association, New York, 1965

I SAW A PURPLE COW, A. Cole, C. Haas et al, Boston: Little, Brown and Company, 1972

KIDS' STUFF, I. Forte et al, Nashville, Tennessee: Incentive Publications, 1973

"Music, The Universal Language," in TEACHING THE PRE-KINDERGARTEN CHILD, B. Vance, Monterey, California: Brooks/Cole Publishing Company, 1973

SONGS TO GROW ON, B. Landeck, New York: Edward B. Marks Music Corporation: Sloane Association, Inc., 1950

THE FIRESIDE BOOK OF CHILDREN'S SONGS, M. Winn (ed.), A Miller, J. Alcorn, New York: Simon and Schuster, 1966

THE JOY OF MUSIC: EARLY CHILDHOOD, R. McLaughlin, P. Schliestett, Evanston, Illinois: Summy-Birchard Company, 1967

THIS IS MUSIC FOR KINDERGARTEN AND NURSERY SCHOOL, A McCall, Boston: Allyn and Bacon, Incorporated, 1965

WHAT IS MUSIC FOR YOUNG CHILDREN, E. Jones, Washington, DC, National Association for the Education of Young Children, 1958

WHAT SHALL WE DO AND ALLEE GALLOO: PLAYSONGS AND SINGING GAMES FOR YOUNG CHILDREN, M. Winn et al, New York: Harper and Row, 1970

13.0.0 (Continued)

RELATING TO CREATIVE MOVEMENT

A GUIDE TO MOVEMENT EXPLORATION, L. Hackett, R. Jenson, Peek Publications, 1967

CHILDREN DISCOVER MUSIC AND DANCE, New York: Henry Holt, 1959

COMMUNICATION SKILLS ACTIVITY CARDS, E. Young and the Amazing Life Games Theater, Boston, Houghton Mifflin, 1971

CREATIVE DRAMATICS, M. Rasmussen, Washington, DC, Association for Childhood Educatin International, 1961

"Creative Movement," in AN ACTIVITIES HANDBOOK FOR TEACHERS OF YOUNG CHILDREN, D. Croft, R. Hess, Boston: Houghton Mifflin Company, 1972

CREATIVE MOVEMENT FOR THE DEVELOPING CHILD, C. Cherry, Belmont, California Fearon Publishing Company

CREATIVE RHYTHMIC MOVEMENT FOR CHILDREN, New York: Prentice Hall Inc., 1954

IDEAS FOR CREATIVE CURRICULUM IN THE IDEA BOX, Washington, DC: National Association for the Education of Young Children, 1973

LEARNING THROUGH MOVEMENT, New York: Teacher's College Press, 1963

"Movement: The Child's Natural Language," in TEACHING THE PRE-KINDERGARTEN CHILD, B. Vance, Monterey, California: Brooks/Cole Publishing Company, 1973

"Pre-story Activities," in A CHILD GOES FORTH, B. Taylor, Provo, Utah: Brigham Young University Press, 1973

"The Young Child: His Oral Language," in THE YOUNG CHILD: HIS ACTIVITIES AND MATERIALS, M. Stant, New York: Prentice Hall, Incorporated, 1972

14.0.0 RELATIONS WITH ADULTS

RELATIONS WITH PARENTS:

"Accepting Our Responsibility for Working With Parents," in THE NURSERY SCHOOL: A HUMAN RELATIONSHIPS LABORATORY, K. Read, Philadelphia: W.B. Saunders Company, 1974 (Rev.)

PARENTS AND CHILDREN LEARN TOGETHER, K. Taylor, New York: Teachers' College Press, 1967

PARENTS AND THE DAY CARE CENTER, T. Adair, E. Eckstein, New York: Federation of Protestant Welfare Agencies, Incorporated

14.0.0 (Continued)

RELATIONS WITH PARENTS: (Continued)

PARENTS ARE NEEDED: SUGGESTIONS ON PARENT PARTICIPATION IN CHILD DEVELOPMENT CENTER, Project Head Start, No. 6, Office of Child Development, Department of Health, Education and Welfare, 1969

PARENT INVOLVEMENT: A WORKBOOK OF TRAINING TIPS FOR HEAD START STAFF, Project Head Start, No. 10A, Office of Child Development, Department of Health, Education, and WElfare, 1969

PARENT PARTICIPATION IN PRESCHOOL DAY CARE, Monograph No. 5, Atlanta, Georgia: Southeastern Educational Laboratory, 1971

"Relations Between Parents and Day Care Staff," in GUIDE FOR ESTABLISHING AND OPERATING DAY CARE CENTERS FOR YOUNG CHILDREN, New York, Child Welfare League of America, 1966

"Working With Parents," in A CURRICULUM FOR CHILD CARE CENTERS, C. Seefeldt, Columbus, Ohio: Charles E. Merrill Publishing Company, 1974

RELATIONS AMONG STAFF:

"Staff Management," in NURSERY SCHOOL MANAGEMENT GUIDE, C. Cherry, Belmont, California: Fearon Publishing Company, 1973

15.0.0 PERSONAL CHARACTERISTICS/PROFESSIONAL GROWTH

RELATING TO PERSONAL CHARACTERISTICS:

"The Role of the Teacher," in A CURRICULUM FOR CHILD CARE CENTERS, C. Seefeldt, Columbus, Ohio: Charles E. Merrill Company, 1974

"The Role of the Nursery School Teacher," in NURSERY SCHOOL PORTFOLIO, J. Kunz, Association for Childhood Education International, Washington DC, 1969

"You, the Teacher as a Human Being," in FROM HAND TO HEAD, M. Rudolph, New York, McGraw Hill Book Company, 1973

You and the Child Care Profession," in CARING FOR CHILDREN, M. Draper and H. Draper, Peoria, Illinois: Charles A. Bennett Company, Inc., 1975

"Being a Significant Adult in the Lives of Young Children," in GUIDING YOUNG CHILDREN, V. Hildebrand, New York, The Macmillan Company, 1975

15.0.0 (Continued)

RELATING TO PROFESSIONAL GROWTH:

PROFESSIONAL JOURNALS, MAGAZINES, ETC., RELATED TO THE CHILD CARE FIELD:

"CHILDHOOD EDUCATION"	Published by Association for Childhood Education International 3615 Wisconsin Avenue, N.W. Washington, DC
"EDUCATING CHILDREN: EARLY AND MIDDLE YEARS"	Published by American Association for Elementary-Kindergarten-Nursery Educators 1201 - 16th Street, N.W. Washington, DC
"HEADSTART NEWSLETTER"	Published by Office of Child Development Department of Health, Education and Welfare P.O. Box 1182 Washington, DC 20201
"VOICE FOR CHILDREN"	Published by Day Care and Child Development Council of America, Inc. 1012 - 14th Street, N.W. Washington, DC 20005
"YOUNG CHILDREN"	Published by National Association for the Education of Young Children 1834 Connecticut Avenue, N.W. Washington, DC 20009

MANUAL II

DIRECTOR/CAREGIVER CREDENTIAL PROCEDURES

CONTENTS

1. Introducation

2. General Procedures for Director/Caregiver Assessment

3. Procedures for the Candidate

4. Definitions

5. Competency Areas

6. Scoring Procedures

7. List of References

INTRODUCTION

The 1970's has seen an increasing interest in, and an ever expanding need for early childhood programs. Statistics show that at least one-third of all children under the age of five in the United States are currently enrolled in some type of child care program. With more and more women joining the labor force each year, the necessity for states to make provisions for various child care services has greatly increased. Today there is in existence in Nevada many different types of programs available which provide some form of child care -- family child care homes, group child care homes, pre-schools, child care centers, even 24-hour child care centers. Within each, the need for competent, caring directors and caregivers is a vital necessity. To meet this end is a challenge the State of Nevada must face.

The Child Care Services Division of the Department of Human Resources has come to recognize the need to provide "quality" child care facilities throughout the state. In an attempt to implement this, a set of assessment procedures has been drafted which will eventually award a Certificate of Accreditation to early childhood facilities and an Early Childhood Credential to directors and caregivers. The system will be strictly voluntary in nature. Four different procedural manuals have been formulated to meet the varying needs of the diversified child care facilities in the State. All assessments include observations in the facility as well as oral and written exams; each of these is based wholely or in part on specific defined "competencies" or performance standards which have been made public to all those individuals being assessed.

The procedures for accreditation are as follows:

MANUAL I: CAREGIVER CREDENTIAL PROCEDURES

A. Requirements; Individual is actively involved on a regular basis in caring for young children between the ages of two to six years.

B. Procedures:
1) Observation of the individual's performance in the child care facility based on performance skills defined in the 15 competency areas
2) Administration of an oral interview with questions based on defined competencies
3) Administration of a written exam with questions based on defined competencies

MANUAL II: DIRECTOR/CAREGIVER CREDENTIAL PROCEDURES

A. Requirements: Individual is a director, co-director, or assistant director and also acts as a caregiver.

B. Procedures:
1) Observation of the individual's performance in the child care facility based on performance skills defined in the competency areas
2) Administration of a written exam based on 16 defined competency areas (includes licensing regulations)
3) Administration of an oral interview with questions based on defined competencies

MANUAL III: DIRECTOR CREDENTIAL PROCEDURES

A. Requirements: Individual is acting as a director of a facility and is not normally acting in the capacity of a direct caregiver

B. Procedures:
1) Tour of the facility with observations made relating to director's relations with the children and explanations given relating to: a) Facility philosophy b) Competency areas

2) Administration of a written exam based on 16 defined competency areas (includes licensing regulations)

MANUAL IV: FACILITY ACCREDITATION PROCEDURES

A. Requirements:
1) Facility must pass a checklist based on specific competency requirements (relating primarily to physical facility, equipment and materials)

2) Director must be credentialed

3) Thirty percent of the child/staff ratio as required by the State Licensing Regulations, must be credentialed

4) At least one caregiver in a facility must meet the Caregiver competencies. In those facilities where the director is one of the persons meeting the thirty percent personnel requirement, the director will be required to pass the Director/Caregiver assessment procedures

5) There must be at least one credentialed caregiver in the facility at all times between the hours of 9:00 a.m. and 6:00 p.m.

6) Facility must provide for staff development on an ongoing basis

7) Facility must provide a written statement of program philosophy and program goals to each parent upon enrollment of their child

GENERAL PROCEDURES FOR DIRECTOR/CAREGIVER ASSESSMENT

1. The assessment of director/caregiver is voluntary. Individuals who are acting in the capacity of directors and as caregivers may request an assessment in order to receive an Early Childhood Credential.

2. The assessment will be done by a team knowledgeable in the field of early childhood development and education; the team will be selected by the State Accreditation Task Force.

3. The assessment may cover a two week span of time and will consist of three different evaluation procedures based on defined competency areas. These procedures consist of:

   a) Observations in the child care facility
   b) Oral Interview
   c) Written Exam

4. The assessment for the director/caregiver is essentially the same as that given to caregivers with the exception of an added competency area which relates to licensing regulations. Review of licensing regulations will be confined strictly to the Written Exam.

5. One observation of two to three hours will be made by each team member on separate occasions. Behaviors defined in the competency areas will be observed.

6. The Oral Interview lasting approximately one to two hours will be conducted by the team. The interview will be taped.

7. The Written Exam will be offered by the Child Care Services Division on a quarterly basis. The exam will include questions from each competency area with an emphasis on licensing regulations. Passage of the written exam will be required before requesting the entire assessment.

8. A Final Assessment Meeting will be held with all team members. Each competency area will be reviewed in terms of the observations, the Oral interview, and the Written Exam. A Summary Score Sheet will be tallied and a Competency Profile drawn up. This profile will graphically depict the areas of strengths and weaknesses of the Candidate.

9. Passage of the assessment will be determined on the basis of points received in each of the three areas. The point system is based on a maximum of ten defined points per competency area. The Candidate must receive a minimum score of 7 in at least 13 of the 16 competency areas with no scores below 4 in any area in order to pass.

10. Upon successful completion of the assessment, the Candidate will be awarded a Child Care Services Early Childhood Credential. If it is found that the Candidate needs more training in specific areas, a list of up-coming in-service training sessions related to the competency areas will be given the Candidate.

11. The Policy Board of the Child Care Services Division will act as a Board of Review if a Candidate wishes to appeal a decision.

PROCEDURES FOR THE CANDIDATE

1. Director/Caregiver submits a request to the Child Care Services Division for an assessment.

2. MANUAL II: DIRECTOR/CAREGIVER CREDENTIAL PROCEDURES is mailed to Candidate. Candidate carefully reviews competency areas; references are used in areas where the Candidate feels more work is needed. (All references will be available through the Child Care Services Division and many through local libraries.)

3. Candidate submits a request to the CHILD CARE SERVICES DIVISION to take the quarterly Written Exam. (Dates of the Written Exam will be mailed with the manual)

4. The Written Exam is taken and successfully passed.

5. Candidate submits a request to the Child Care Services Division for completion of the assessment. A two week period is set with specific times allotted for the three observations and the Oral Interview. A Waiver Form is submitted if any of the performance standards are against the Candidate's own personal philosophy.

6. Candidate makes arrangements for a substitute during the time scheduled for the Oral Interview.

7. Candidate assists the Division in arranging for the location of the Oral Interview, preferably at the Child Care Facility

8. Candidate participates in the Oral Interview.

9. Upon completion of the assessment, the Candidate is mailed his/her Competency Profile. If the Candidate has passed, a Child Care Services Early Childhood Credential is awarded. If the Candidate has not passed the assessment, he/she will be referred back to the list of competency references and encouraged to attend competency workshops.

DEFINITIONS

The following definitions are terms found throughout the manual:

Accreditation - Reference herein to the awarding of a "Certificate of Accreditation" to a facility based upon successful completion of the requirements listed in MANUAL IV: FACILITY ACCREDITATION PROCEDURES. The certificate indicates a high level of quality in the staff, equipment and materials of the facility.

Credential - Reference herein to the award made by the Child Care Services Division to a caregiver, director/caregiver, or director based upon successful completion of the specified assessment procedures. The credential indicates quality in performance and an overall understanding of early childhood programs.

Assessment - Reference herein to the overall procedure used to evaluate the performance and understanding of a caregiver, director/caregiver, or director in working with or directing programs for young children. It also refers to the evaluation of facilities with regard to obtaining facility accreditation.

Competency - Reference herein to the demonstration of an ability to perform a specified behavior or action under specified conditions, observable by defined performance standards.

Performance Standards - Reference herein to the specified observable behaviors listed under each competency. These behaviors may be observed in a child care facility or evaluated at specified level of accuracy in an oral interview or a written exam.

Caregiver - Reference herein to any person whose duties include direct care, supervision and guidance of children in a child care facility.

Director/Caregiver - Reference herein to any person who meets the definitions of both caregiver and director.

Director - Reference herein to any person who has responsibility for overall direction and management of a child care facility.

Child Care Services Division - A State Division within the Nevada Department of Human Resources

DEFINITIONS

The following definitions are specific terms found in the order in which they appear in the defined competency areas:

Functional areas - Those areas within the child care environment which meet various developmental needs of the children and which function essentially around one type of activity (e.g., block area, library area)

Age appropriate materials - Those materials best suited for a child at a given age, providing the child with stimulation and a sense of accomplishment (e.g., For 3 year olds: large, simple puzzles; picture books with big, bright pictures and short text, etc.)

Transitions - Those period of times which occur when shifting from one activity to another (e.g., There is a transition period between a work session and snack time, etc.)

Developmental - Refers to developing, maturing, growing, expanding, learning, etc.

Developmental abilities or tasks - Those abilities which a child at a certain age or level of development is expected to be able to accomplish based on maturity and the expectations of those around him.

Developmental needs - Those needs of a child at a certain age or level of development which should be met in order that the natural, orderly progression of growth takes place

Developmental areas - Those areas of personality and physical development which change through the process of growth and maturation (i.e., physical/motor area, social/personal area, intellectual/cognitive area, etc.)

Curriculum - Those activities or events which center around a specific theme or developmental task (e.g., curriculum related to developing self concept might involve children drawing life-size pictures of themselves, making hand prints, measuring self, taping voice, etc.)

Motor skills - Those skills related to the physical movement of the body

Gross motor - Relating to skills which involve large body movements utilizing the arms, legs, torso, etc. (e.g., walking, climbing, running, jumping, etc.)

Fine motor - Relating to skills which involve small body movements and the use of the small muscles of the hand and fingers, foot, toes, etc. (e.g., stringing with beads, drawing with crayons, building with clay, etc.)

DEFINITIONS (CONT.)

Exceptional child - That child who has specific problems in various areas or who has mastered tasks usually expected of an older child (e.g., the child with visual, speech, or motor problems)

Hygiene - Relating to matters of health and cleanliness

Nutrients - Foods which supply the basic nutrition needed for physical growth and health maintenance

Caustic - Capable of burning or destroying by eating away through chemical action

Spontaneous play - That play which occurs "spontaneously" and naturally when children are given the freedom to interact with the environment and/or each other

Dramatic play - That play in which the child acts out or dramatizes various situations which are familiar to him; it is a means of re-living and clarifying experiences and thus helps to expand learning and reduce anxiety (Equipment such as housekeeping areas, dress ups, dolls, etc., encourages such play)

Open questions - Those questions which are asked in a manner that require more than a yes or no answer or a single word answer... and for which there are no right or wrong answers. Active thinking on the part of the child must take place, (e.g., "What different types of circles can you find in this room?" rather than, "Do you see any circles in this room?")

Manipulative toys/materials - Those toys or materials which are capable of being built with, taken apart, fitted together, shaped into, etc., through the use of the small muscles of the fingers (e.g., tinker toys, puzzles, clay, play dough, etc.)

Positive self concept - A feeling of importance, worth, well-being for one's self

Ethnic background - Relating to cultural or racial traits, customs, etc.

Self-help skills - Those tasks which the child is able to perform for himself (e.g., pouring own juice, hanging up own coat)

Listening model - A person who provides an example by carefully and attentively listening and then responding appropriately if necessary (e.g., the teacher who listens closely to a slowly talking child and then responds with an immediate reply)

Language model - A person who provides an example by using speech appropriate to the age and language abilities of the listeners (e.g., for young children an appropriate language model would be use of short, concise, precisely phrased simple sentences)

DEFINITIONS (CONT.)

Cognitive development - The capacity of an individual to recognize, identify, discriminate, and integrate the features of the world around him (e.g., the task of learning to talk is part of the cognitive development of a child)

Natural environment - The physical land surfaces and air conditions which are a part of the earth and its atmosphere (e.g., mountains, plains, rivers, trees, shrubs, flowers, rain, snow, sunshine, etc.)

Sensory - Relating to the use of the basic five senses of the body as a means of learning (i.e., sense of touch, taste, smell, hearing, and seeing)

Spatial relationships - Relating to objects and their position in space (e.g., fitting things together and taking them apart); relating to observing things from different viewpoints; relating to describing and understanding the position of things in relation to each other (e.g., under, above, in front of, etc.)

Classification - The process of noting similarities and differences (grouping), of finding characteristics or attributes of things, and of describing objects in several different ways

Seriation - The process of comparing items (e.g., which one is bigger); of arranging items in order along the same dimension (e.g., which one is the shortest one); and of matching sets of items with another (e.g., which one is identical)

Creative arts - Relating to art, music, rhythmic body movement, oral expression (children's own stories, songs, poems, etc.) and exploration of the environment

COMPETENCY AREAS

1.0.0 ESTABLISHMENT AND MAINTENANCE OF THE PHYSICAL ENVIRONMENT

2.0.0 RELATIONS WITH CHILDREN

3.0.0 CLASSROOM MANAGEMENT (DAILY ROUTINES)

4.0.0 PROGRAM PLANNING, OBSERVATION SKILLS

5.0.0 KNOWLEDGE OF NORMAL AND ABNORMAL CHILD DEVELOPMENT

6.0.0 KNOWLEDGE OF BASIC HEALTH AND NUTRITION

7.0.0 KNOWLEDGE OF BASIC SAFETY

8.0.0 ESTABLISHMENT AND MAINTENANCE OF THE LEARNING ENVIRONMENT: UNDERSTANDING THE VALUE OF SPONTANEOUS PLAY

9.0.0 PROMOTING PHYSICAL DEVELOPMENT

10.0.0 PROMOTING EMOTIONAL AND SOCIAL DEVELOPMENT

11.0.0 PROMOTING LANGUAGE DEVELOPMENT

12.0.0 PROMOTING INTELLECTUAL DEVELOPMENT

13.0.0 PROMOTING DEVELOPMENT IN THE CREATIVE ARTS

14.0.0 RELATIONS WITH ADULTS (PARENTS AND CO-WORKERS)

15.0.0 PERSONAL CHARACTERISTICS/PROFESSIONAL GROWTH

16.0.0 KNOWLEDGE OF THE STATE LICENSING REGULATIONS

1.0.0 ESTABLISHMENT AND MAINTENANCE OF THE PHYSICAL ENVIRONMENT

1.1.0 Candidate demonstrates an ability to utilize the physical environment to meet the needs of the children within the group

- 1.1.1 Utilizes functional areas which are relevant to the developmental needs of the children (e.g., block area, housekeeping area, etc.

- 1.1.2 Maintains an overall physical arrangement which allows for adequate supervision of the children at all times

- 1.1.3 Maintains an overall physical environment which is cheerful, well ventilated, and in general, conducive to learning

1.2.0 Candidate demonstrates an understanding of the prupose of the overall physical arrangement

- 1.2.1 In an oral interview, is able to explain why the room has been divided into certain functional areas

1.3.0 Candidate demonstrates an ability to select/use materials and equipment which are relevant to the needs of the children within the group

- 1.3.1 Utilizes materials which are age appropriate, stimulating, and sturdily constructed

- 1.3.2 Provides materials in sufficient quantity to keep all children actively involved during periods of free play

- 1.3.3 Arranges materials and equipment so that they are easily accessible to the children

- 1.3.4 In an oral interview, is able to explain why and how 3 different toys or learning materials are used (Materials to be selected from Candidate's environment)

1.4.0 Candidate demonstrates resourcefulness in utilizing certain materials

- 1.4.1. Utilizes teacher, volunteer or child-made materials

- 1.4.2 In a written exam, is able to list those materials used which have cost little or no money

2.0.0 RELATIONS WITH CHILDREN

2.1.0 Candidates demonstrates knowledge of the importance of respecting and accepting each child as a unique, worthwhile being

- 2.1.1 Converses with and listens to each child with respect
- 2.1.2 Allows each child to complete what the child is saying before answering
- 2.1.3 Bends or stoops down to converse with each child on the child's own level

2.2.0 Candidate demonstrates knowledge of the importance of interacting frequently with each child

- 2.2.1 In an oral interview, is able to cite reasons why it is necessary for a caregiver to frequently interact with each child

2.3.0 Candidate demonstrates an understanding of the importance of providing a warm, accepting emotional climate

- 2.3.1 Expresses warmth and positive behaviors such as frequent smiles, embraces, physical contact as an integral part of the child/caregiver interaction
- 2.3.2 Uses a pleasant, friendly, natural voice
- 2.3.3 Provides frequent praise and encouragement for each child

2.4.0 Candidate demonstrates an ability to skillfully work with children in both small groups and large groups

- 2.4.1 Is able to create and maintain interest in an activity among a small group of children
- 2.4.2 Is able to manage a large group of children with a quiet, controlled voice
- 2.4.3 In a written exam, can list guidelines for working with children in groups of 6 or more

3.0.0 CLASSROOM MANAGEMENT (DAILY ROUTINES)

3.1.0 Candidate demonstrates an understanding of the importance of consistency and regularity for young children

- 3.1.1 Maintains a regular schedule
- 3.1.2 In an oral interview, is able to cite reasons why a child needs a regular schedule

3.2.0 Candidate demonstrates an ability to smoothly handle the daily routine activities of the facility

- 3.2.1 ARRIVALS: Greets all children with a smile and a positive response
- 3.2.2 TRANSITIONS: Handles change of activities calmly and orderly assisting those children who have particular difficulty during these periods of time
- 3.2.3 CLEAN UP: Aids the children during clean up periods, utilizing the time for learning and developing self-help skills
- 3.2.4 TOILETING: Recognizes the warning signs of toileting needs and provides the child with the individual guidance needed; accepts accidents calmly with no attempt to embarrass the child
- 3.2.5 MEALS: Participates with the children encouraging discussion and providing a positive model
- 3.2.6 NAPPING: Sets a proper "quiet stage"; takes into consideration the varying activity levels of the different ages in the group
- 3.2.7 DEPARTURES: Aids children with difficult wraps and attempts to see that each child receives a personal parting on leaving

3.3.0 Candidate demonstrates knowledge of the specific events which should occur regularly during certain routines

- 3.3.1 In a written exam, is able to cite events which should take place during a given routine (e.g., events surrounding mealtime or snacks)

4.0.0 PROGRAM PLANNING, OBSERVATION SKILLS

4.1.0 Candidate demonstrates ability to plan activities for young children

- 4.1.1 Plans a specific short term activity which is in keeping with the children's developmental abilities and the constraints of available material and space
- 4.1.2 Schedules daily activities so there is a planned sequence of active and quiet periods (e.g., story time followed by active music experiences)
- 4.1.3 Schedules daily activities so there is a balance between indoor and outdoor activities
- 4.1.4 Plans daily activities designed to fulfill the varying developmental needs of the children
- 4.1.5 In an oral interview, is able to cite a full week's activities which are in keeping with the overall curriculum or focus for that period of time (e.g., study of basic foods could include use of pictures, books, films, cooking experiences, film strips, etc.)
- 4.1.6 In a written exam, is able to write up long term goals for the children in the group concentrating on a specific area of development (e.g., fine motor areas: Ability to cut, string beads, build with small legos, print name, etc.)

4.2.0 Candidate demonstrates an understanding of the importance of observing children to determine their specific needs, to evaluate their growth, to analyze their specific problems, etc.

- 4.2.1 Utilizes daily attendance and is aware of those children present and absent
- 4.2.2 In an oral exam, explains how overall evaluations are made of each child in the major developmental areas (physical, social, intellectual, etc.)
- 4.2.3 In an oral interview, explains the importance of observing children and how own observations are made and evaluated (e.g., use of notebook, file cards, etc.)
- 4.2.4 In a written exam, cites major factors to note when making an observation of a child

5.0.0 KNOWLEDGE OF NORMAL AND ABNORMAL CHILD DEVELOPMENT

5.1.0 Candidate demonstrates knowledge of the basic developmental stages which all children pass through

5.1.1. In a written exam, selects the proper sequence of developing motor skills from a given list

5.1.2 In a written exam, selects the proper sequence of language skills from a given list

5.1.3 In a written exam, selects the proper sequence of developing social skills from a given list

5.1.4 In a written exam, selects the proper sequence of maturing skills from a given list

5.1.5 In an oral interview, is able to cite normal skills of a child in a given developmental area at an indicated age (e.g., 3 year old, gross motor area: is able to walk well, run well, hop on both feet, possibly tricycle, etc.)

5.2.0 Candidate demonstrates an awareness of the developmental needs of the children within the group

5.2.1 Provides at least 3 physical areas which meet the specific developmental needs of the children in the group (e.g., for 3 year olds: provides water play, dramatic play, blocks, etc.)

5.2.2 Provides specific activities which are geared for the ages and developmental levels of the children in the group (e.g., for 5 year olds: provides letters to trace, boxes of letters to work with, materials and objects are labeled, etc.)

5.3.0 Candidate demonstrates an awareness of the needs of those children in the group who have special problems or talents

5.3.1 Provides special activities which meet the special needs of the exceptional child (e.g., provides balance board and practice time for the child with a motor problem)

5.3.2 In an oral interview, is able to cite the behaviors or physical traits which might indicate a child with special needs (e.g., irregular walk, unintelligible speech, etc.)

5.3.3 In an oral interview, is able to explain how a child with special problems is incorporated into the program

6.0.0 KNOWLEDGE OF BASIC HEALTH AND NUTRITION

6.1.0 Candidate demonstrates a basic knowledge of the need to provide and maintain a clean and healthy environment

6.1.1 Provides an overall environment which is clean and orderly

6.1.2 Makes certain that all eating areas and bathroom areas are kept clean and are sufficiently stocked with essentials (soap, tissues, paper towels, toilet paper, etc.)

6.1.3 In an oral interview, cites facility procedures for handling a sick child

6.1.4 In an oral interview, is able to name some of the early symptoms of illness which young children exhibit (e.g., red eyes, etc.)

6.2.0 Candidate demonstrates an understanding of the importance of establishing sound health and hygiene habits in young children

6.2.1 Has children regularly wash their hands before each meal and after toileting

6.2.2 Presents a good model for the children to look up to (e.g., clean fingernails, neat hairdo, clean clothes, etc.)

6.3.0 Candidate demonstrates an understanding of the importance of good nutrition for growing young children

6.3.1 Makes certain that the children understand the need for nutrients in their snacks and meals

6.3.2 Provides nutrition related experiences for the children on a regular basis (e.g., washing and tasting raw vegetables; discussing the importance of food nutrients to parts of the body.

6.3.3 In an oral interview, explains how good nutrition is incorporated into the overall program

6.3.4 In a written exam, lists several of the basic nutrients required by children daily and gives examples of each (e.g., Vitamin C - orange juice)

7.0.0 KNOWLEDGE OF BASIC SAFETY

7.1.0 Candidate demonstrates an understanding of the need to provide a safe environment by taking precautions to avoid or reduce accidents

- 7.1.1 Makes sure all exits are known to the children and are free of obstacles
- 7.1.2 Keeps the physical environment free of hazardous conditions (e.g., removes large stones from the outside play area)
- 7.1.3 Keeps all toys and learning materials free of peeling paint and broken or hazardous parts
- 7.1.4 Instructs the children and maintains rules regarding the proper use of potentially hazardous materials (e.g., sand, scissors, blocks, etc.)
- 7.1.5 Arranges all equipment so that it is safely positioned
- 7.1.6 Stops and redirects unsafe child behavior (e.g., child building block building too high, child running fast in inside environment, etc.)
- 7.1.7 In an oral interview, is able to cite facility procedures for a fire drill
- 7.1.8 In an oral interview, is able to cite facility procedures used in case of an accident

7.2.0 Candidate demonstrates a knowledge of the hazardous materials which are frequently found in child care facilities

- 7.2.1 In a written exam, is able to list caustic or poisonous materials which are often found in a child care facility
- 7.2.2 In a written exam, is able to list materials or toys which are potentially dangerous and can explain why

8.0.0 ESTABLISHMENT AND MAINTENANCE OF THE LEARNING ENVIRONMENT

UNDERSTANDING THE VALUE OF SPONTANEOUS PLAY

8.1.0 Candidate demonstrates an understanding of the value of spontaneous play as an essential ingredient in the overall development of young children

8.1.1 Provides time in both morning and afternoon sessions when children are allowed to play freely, selecting at will from those activities and materials available

8.1.2 Provides equipment and materials during spontaneous play which allows each child to explore, manipulate, or create freely by himself or with others (e.g., blocks, dramatic play equipment, art materials, etc.)

8.1.3 Is actively involved and helps structure and guide children's learning during free play periods, both indoors and outdoors

8.1.4 Listens to children to obtain information for continuous guidance of spontaneous play

8.1.5 Uses the information gained by listening to the children during spontaneous play time to structure more formal activities

8.1.6 Stimulates children's thinking during spontaneous play sessions through the use of "open questions" (e.g., Asks, "What can we use this box for?" rather than, "Do you want to make a chest with the box?")

8.1.7 Takes advantage of unexpected situations and needs that can be expanded into learning experiences (e.g., incorporates the day's snowstorm into a lesson in science)

8.1.8 In a written exam, can list reasons why spontaneous play is important for young children

8.1.9 In an oral interview, can name materials and equipment which should be made available to the children and can explain why

8.1.10 In an oral interview, is able to cite cues or situations which signal the need for restructuring of an activity (e.g., children riding tricycles in too small an area)

9.0.0 ESTABLISHMENT AND MAINTENANCE OF THE LEARNING ENVIRONMENT:

PROMOTING PHYSICAL DEVELOPMENT

9.1.0 Candidate demonstrates an awareness of the critical importance of gross motor/large muscle experiences for young children

- 9.1.1 Provides a significant segment of time in which the children can utilize large muscle apparatus (e.g., jungle gyms, swings, trikes, etc.)
- 9.1.2 Gets actively involved in outdoor and indoor physical experiences
- 9.1.3 Provides varied activities and equipment which promote the development of the large muscles (e.g., hula hoops, balance boards, physical games, etc.)
- 9.1.4 Guides children in selecting activities and equipment which meet their needs and strengths (e.g., child with stumbling problems is encouraged to use balance board, to practice walking on masking tape line, etc.)

9.2.0 Candidate demonstrates an awareness of the importance of fine motor/small muscle experiences for young children

- 9.2.1 Utilizes materials and activities daily which promote fine motor development (e.g., use of crayons, scissors, puzzles, tinker toys, etc.)
- 9.2.2 Keeps all fine motor materials in good order (e.g., replaces puzzle pieces when missing, sorts out broken logos, etc.)
- 9.2.3 Guides children in selecting fine motor activities and materials which meet their needs and strengths (e.g., very young child is encouraged to experiment with felt pens but is not expected to write letters, shapes, etc.)

9.3.0 Candidate demonstrates an overall understanding of what gross motor and fine motor activities include and why they are important

- 9.3.1 In a written exam, is able to define the terms gross motor and fine motor and gives examples of each
- 9.3.2 In an oral interview, is able to explain the sequence of children's gross motor development (from birth through age 6)
- 9.3.3 In an oral interview, is able to cite how fine motor activities are implemented into the program

10.0.0 ESTABLISHMENT AND MAINTENANCE OF THE LEARNING ENVIRONMENT:

PROMOTING EMOTIONAL AND SOCIAL DEVELOPMENT

10.1.0 Candidate demonstrates an understanding of the importance of each child building a strong, positive self-concept

10.1.1 Provides many opportunities for personal comment about each child (e.g., personal greeting, comment about the child's clothes, praise over an item made, etc.)

10.1.2 Provides a private place at the child's level for each child to put his personal belongings (e.g., cubbies, boxes, shelves, etc.)

10.1.3 In an oral interview, can name different ways in which the children's home culture and ethnic backgrounds have been included in the children's activities (e.g., teaching a Spanish song, preparing a soul food snack, etc.)

10.2.0 Candidate demonstrates an understanding of the value of each child developing a strong sense of self-reliance

10.2.1 Maximizes the child's self-help skills throughout the day (e.g., encourages child to hang up own coat, pour own juice, etc.)

10.3.0 Candidate demonstrates an ability to contribute to the overall social growth of young children

10.3.1 Encourages and reinforces with verbal praise behavior which promotes social growth (e.g., taking turns, sharing, taking care of materials, enjoying relationships, working cooperatively, accepting individual differences among peers, etc.)

10.3.2 Encourages children to accept and express their feelings within acceptable limits (e.g., provides dramatic play equipment, punching bags, art materials which can be used for release of tensions, etc.)

10.3.3 In a written exam, selects the appropriate method of handling a situation dealing with acceptance of individual differences

10.4.0 Candidate demonstrates understanding of the need to establish and maintain rules and appropriate disciplinary measures

10.4.1 Sets up and maintains reasonable limits/rules which the children understand and accept

10.4.2 Utilizes disciplinary measures consistent with supportive positive development (e.g., does not put child in time-out area for extended time, etc.)

10.4.3 In an oral interview, states personal philosophy of guidance and discipline

11.0.0 ESTABLISHMENT AND MAINTENANCE OF THE LEARNING ENVIRONMENT

PROMOTING LANGUAGE DEVELOPMENT

11.1.0 Candidate demonstrates an awareness of the importance of developing listening skills in young children

11.1.1 Provides a good listening model by allowing each child to complete what he is saying and then actively responding with an appropriate answer

11.1.2 Involves children in listening experiences where they must actively listen and then respond to what they have heard (e.g., tells a story and then asks questions relating to the story)

11.2.0 Candidate demonstrates an ability to foster language development in young children

11.2.1 Demonstrates recognition and acceptance of the child's level of language development, his native language, or his dialect

11.2.2 Provides a continuous language model for the children by using precisely phrased, short simple sentences

11.2.3 Takes children's own words and uses them as a foundation upon which to model expanding language

11.2.4 Involves children on a regular basis in language activities or games (e.g., telephone game, show and tell, etc.)

11.2.5 In an oral interview, can explain what an effective language model is and why it is so important for young children

11.3.0 Candidate demonstrates ability to utilize literature experiences as a source of enriching children's language experiences

11.3.1 Reads or tells stories to children using active facial and verbal expressions

11.3.2 Provides a quiet library or reading area with several books which are appropriately selected for the ages and interests of the children

11.3.3 In a written exam, can list the type of books appropriate for different age levels (e.g., for 3 year olds: books with large, bright pictures and simple text, etc.)

12.0.0 ESTABLISHMENT AND MAINTENANCE OF THE LEARNING ENVIRONMENT

PROMOTING INTELLECTUAL DEVELOPMENT (COGNITIVE DEVELOPMENT)

12.1.0 Candidate demonstrates an understanding of the need to utilize the total natural environment as a learning base

12.1.1 Utilizes the immediate natural environment for learning experiences on a daily basis (e.g., uses weather, seasons, geography, etc.)

12.2.0 Candidate demonstrates an understanding of the importance of sensory enrichment as a necessary foundation for all other intellectual development

12.2.1 Provides a variety of sensory materials and activities which promote sensory development and growth (e.g., use of sand paper letters, "feely"bags, sniff bottles, etc.)

12.2.2 In an oral interview, can name activities and their purpose in promoting sensory development

12.3.0 Candidate demonstrates an understanding of the importance of pre-math experiences for the overall development of reasoning and problem solving abilities

12.3.1 Encourages the development of number concepts in the daily learning experiences and everyday language (e.g., counting of number of children present, counting out napkins for snacks, etc.)

12.3.2 Utilizes various materials and activities to make children aware of spatial relationships (up-down, over-under, etc.)

12.3.3 Aids children in gaining knowledge of shapes by using 2 and 3 dimensional materials along with activities to promote the overall concept development (e.g., uses both pictures and real objects to teach shape concepts)

12.3.4 Provides materials for classification and seriation (e.g., various buttons to sort into groups, etc.

12.4.0 Candidate demonstrates an understanding that science for young children is a matter of personal discovery and personal interpretation of the physical environment

12.4.1 Provides the material, space and time for active personal exploration to take place

12.4.2 In a written exam, lists science activities which would foster further investigation among young children (e.g., use of balloon to explain about air)

12.5.0 Candidate demonstrates an understanding that children's thinking develops as they share their ideas with others

12.5.1 Encourages each child to discuss and share individual experiences and discoveries (e.g., through a "Show and Tell" time, through individual time with the caregiver, etc.)

13.0.0 ESTABLISHMENT AND MAINTENANCE OF THE LEARNING ENVIRONMENT

PROMOTING DEVELOPMENT IN THE CREATIVE ARTS

13.1.0 Candidate demonstrates an awareness of the need for young children to explore, experiment and express their ideas through art, music, creative movement and creative oral expression

- 13.1.1 Provides art materials on a daily basis, allowing each child the freedom to express his own ideas
- 13.1.2 Encourages children to explore and use alternate approaches rather than providing children with a single model to be copied
- 13.1.3 Introduces music and rhythm to children on a regular basis
- 13.1.4 Encourages children to explore the rhythm and flow of music and natural sounds through body movement
- 13.1.5 Encourages children to make up their own stories, songs, plays, etc.
- 13.1.6 Guides children in creative play
- 13.1.7 In an oral interview, acts out fingerplays, or songs using active verbal or gestural abilities
- 13.1.8 In an oral interview, cites different art projects which are appropriate for the developmental abilities of the children in the group
- 13.1.9 In a written exam, is able to list a variety of media for use in art projects appropriate for the children in the group (e.g., use of beans for collages, sponges for painting, etc.)
- 13.1.10 In a written exam, is able to list own methods of encouraging children's creative verbal expressions (e.g., children make up a story from a bag of items given them, etc.)

14.0.0 RELATIONS WITH ADULTS (PARENTS AND CO-WORKERS)

14.1.0 Candidate demonstrates an understanding of the importance of establishing and maintaining a positive, productive relationship with the parents

- 14.1.1 Greets parents warmly and with respect
- 14.1.2 Keeps the parents informed of the activities of the facility through bulletin board, notes, phone calls, etc.
- 14.1.3 In an oral interview, explains how communications are made with parents to go over children's progress
- 14.1.4 In an oral interview, cites how parents' help or suggestions have been elicited and incorporated into the program (e.g., parent who is a dental technician visits the class and explains about dental hygiene)
- 14.1.5 In a written exam, selects the appropriate answer with regard to maintaining confidentiality about a child and his family

14.2.0 Candidate demonstrates an understanding of the importance of maintaining positive, cooperative relations among co-workers

- 14.2.1 Maintains a cheerful, open, cooperative manner in working with other staff members
- 14.2.2 Shows respect for other staff members
- 14.2,3 Exchanges ideas freely with other staff members
- 14.2.4 In an oral interview, explains why it is important to keep other staff members informed about plans or activities which would affect the group or entire facility
- 14.2.5 In a written exam, lists ways of improving overall staff relations

15.0.0 PERSONAL CHARACTERISTICS/PROFESSIONAL GROWTH

15.1.0 Candidate demonstrates an overall healthy self-concept and a good sense of self confidence

- 15.1.1 Maintains self control and an attitude of respect for others
- 15.1.2 Displays a healthy sense of humor
- 15.1.3 In an oral interview, is able to cite and justify the important personal characteristics needed by a competent caregiver

15.2.0 Candidate demonstrates an overall enjoyment of and liking for young children

- 15.2.1 Actively smiles and openly relates to the children
- 15.2.2 Appears relaxed and happy in the work

15.3.0 Candidate demonstrates a need for flexibility and patience when working with young children

- 15.3.1 Shows flexibility in changing plans or activities
- 15.3.2 Displays patience when listening to and working with young children

15.4.0 Candidate possesses a sufficient amount of physical energy to keep up with the exacting pace of a child care facility

- 15.4.1 Moves from one activity to another with energy and enthusiasm, actively involving self in all the day's events

15.5.0 Candidate demonstrates an awareness and interest in keeping current with the new materials and methods being utilized in the field

- 15.5.1 Has participated in in-service training programs
- 15.5.2 In a written exam, cites personal efforts used to promote own professional growth

16.0.0 KNOWLEDGE OF LICENSING REGULATIONS

- 16.1.0 Candidate demonstrates an understanding of the required facility policies and procedures
    - 16.1.1 Is able to cite all information required on each child
    - 16.1.2 Selects appropriate procedures for transportation of children
- 16.2.0 Candidate demonstrates knowledge of Director qualifications and responsibilities
    - 16.2.1 Submits copy of his/her facility personnel application; application meets required standards
- 16.3.0 Candidate demonstrates knowledge of staffing requirements
    - 16.3.1 Is able to cite requirements of facility employees
- 16.4.0 Candidate demonstrates knowledge of the children's health, medication, and nutrition requirements
    - 16.4.1 Is able to cite health requirements for child's admission to facility
    - 16.4.2 Selects appropriate emergency and illness procedures
    - 16.4.3 Selects appropriate menus to meet nutrition requirements
- 16.5.0 Candidate demonstrates knowledge of environmental health and safety requirements
    - 16.5.1 Selects appropriate method for facility inspections
- 16.6.0 Candidate demonstrates knowledge of staff health requirements
    - 16.6.1 Is able to cite staff health requirements
- 16.7.0 Candidate demonstrates knowledge of his/her relationship to, and the responsibilities of Licensing entities
    - 16.7.1 Selects appropriate responses to given situations

SCORING PROCEDURES

1. Passage of the Director/Caregiver assessment is based on a point system. The Written Exam taken at an earlier date must have been successfully passed (PASSING SCORE: 70 out of a possible 100 points). Review of all other points is done at the Final Assessment Meeting.

2. Each competency area has a possible 10 points.

3. Each competency area is thoroughly reviewed at the Final Assessment Meeting. A Final Score in each area is then tabulated. This score is derived from:

    a) The consensus score from the team on each performance standard

    b) The competency score taken from the Oral Interview

    c) The competency score taken from the Written Exam

4. Successful passage of the assessment is based on the Candidate receiving a minimum score of 7 in at least 13 of the 16 competency areas. In addition, no scores below 4 in any competency area will be accepted.

5. Final scores in each competency area will be tallied on the Summary Score Sheet and a Competency Profile drawn up to show the specific area of strengths and weaknesses of the Candidate.

6. If the Candidate feels any specific performance standard or overall competency area is against his/her philosophical beliefs related to early childhood education, a waiver form indicating the specifics should be submitted to the Child Care Services Division in advance of the assessment.

SUMMARY SCORE SHEET

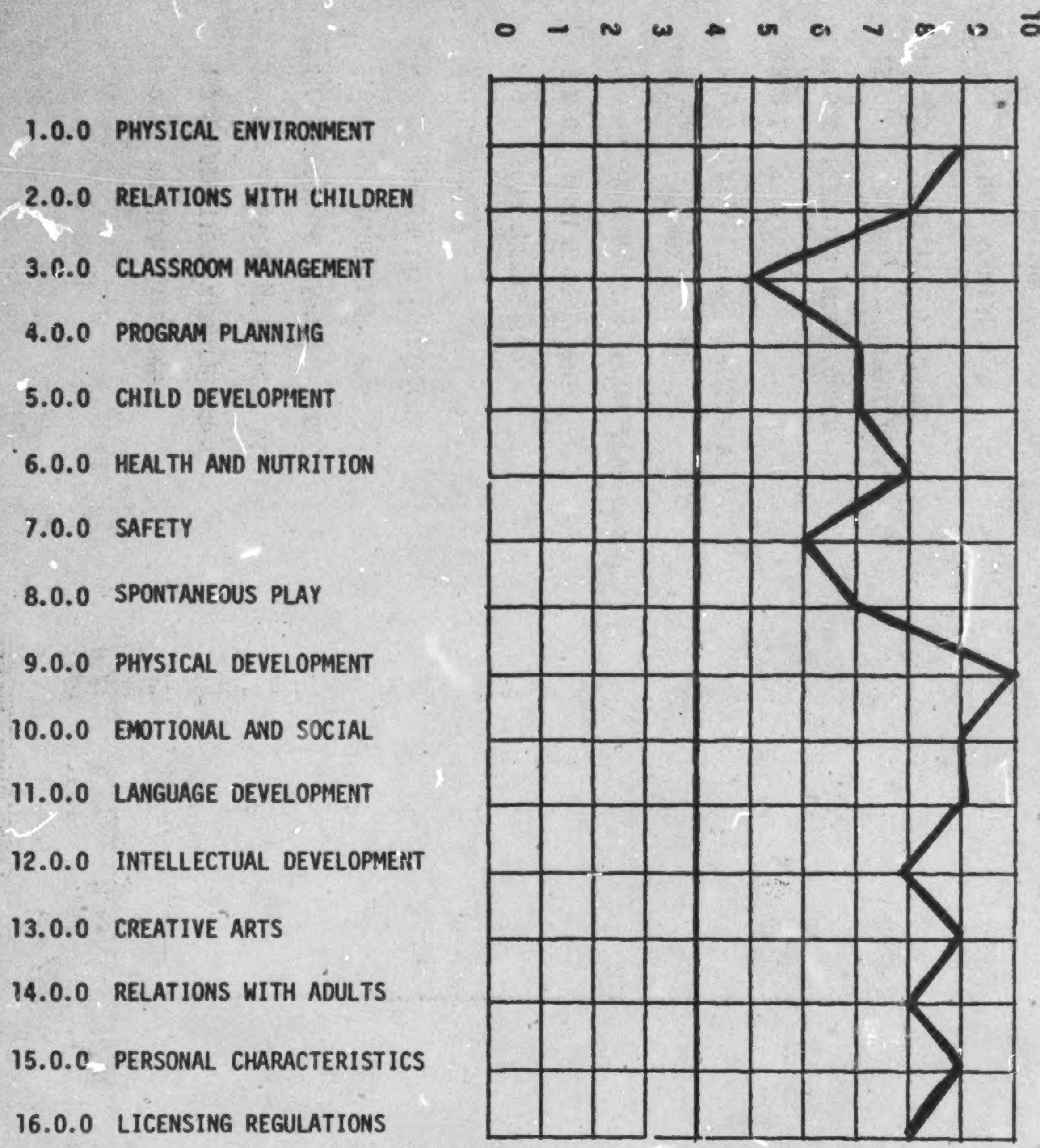
		TEAM M.#1	TEAM M.#2	TEAM M.#3	. SCORE	ORAL INT.	WRIT. EXAM	FINAL SCORE
1.0.0	PHYSICAL ENVIRONMENT	5	5	6	6	2	1	9
2.0.0	RELATIONS WITH CHILDREN	5	6	6	6	1	1	8
3.0.0	CLASSROOM MANAGEMENT SKILLS	4	4	4	4	0	1	5
4.0.0	PROGRAM PLANNING, ETC.	4	5	6	6	0	1	7
5.0.0	CHILD DEVELOPMENT	3	3	3	3	1	3	7
6.0.0	HEALTH AND NUTRITION	5	6	6	6	1	1	8
7.0.0	SAFETY	4	4	4	4	1	1	6
8.0.0	SPONTANEOUS PLAY	7	6	6	6	1	0	7
9.0.0	PHYSICAL DEVELOPMENT	6	7	7	7	2	1	10
10.0.0	EMOTIONAL AND SOCIAL DEVELOPMENT	7	7	7	7	1	1	9
11.00	LANGUAGE DEVELOPMENT	7	6	6	7	1	1	9
12.0.0	INTELLECTUAL DEVELOPMENT	5	6	6	6	1	1	8
13.0.0	CREATIVE	7	7	7	7	1	1	9
14.0.0	RELATIONS WITH ADULTS	4	4	4	4	2	2	8
15.0.0	PERSONAL CHARACTERISTICS, ETC.	7	6	6	7	1	1	9
16.0.0	LICENSING REGULATIONS						8	8

FINAL SCORES:

OBSERVATIONS 86
INTERVIEW 16
EXAM 25

FINAL SCORE 127

COMPETENCY PROFILE



127 FINAL SCORE

X SUCCESSFUL

___ NEEDS FURTHER TRAINING

SUMMARY SCORE SHEET

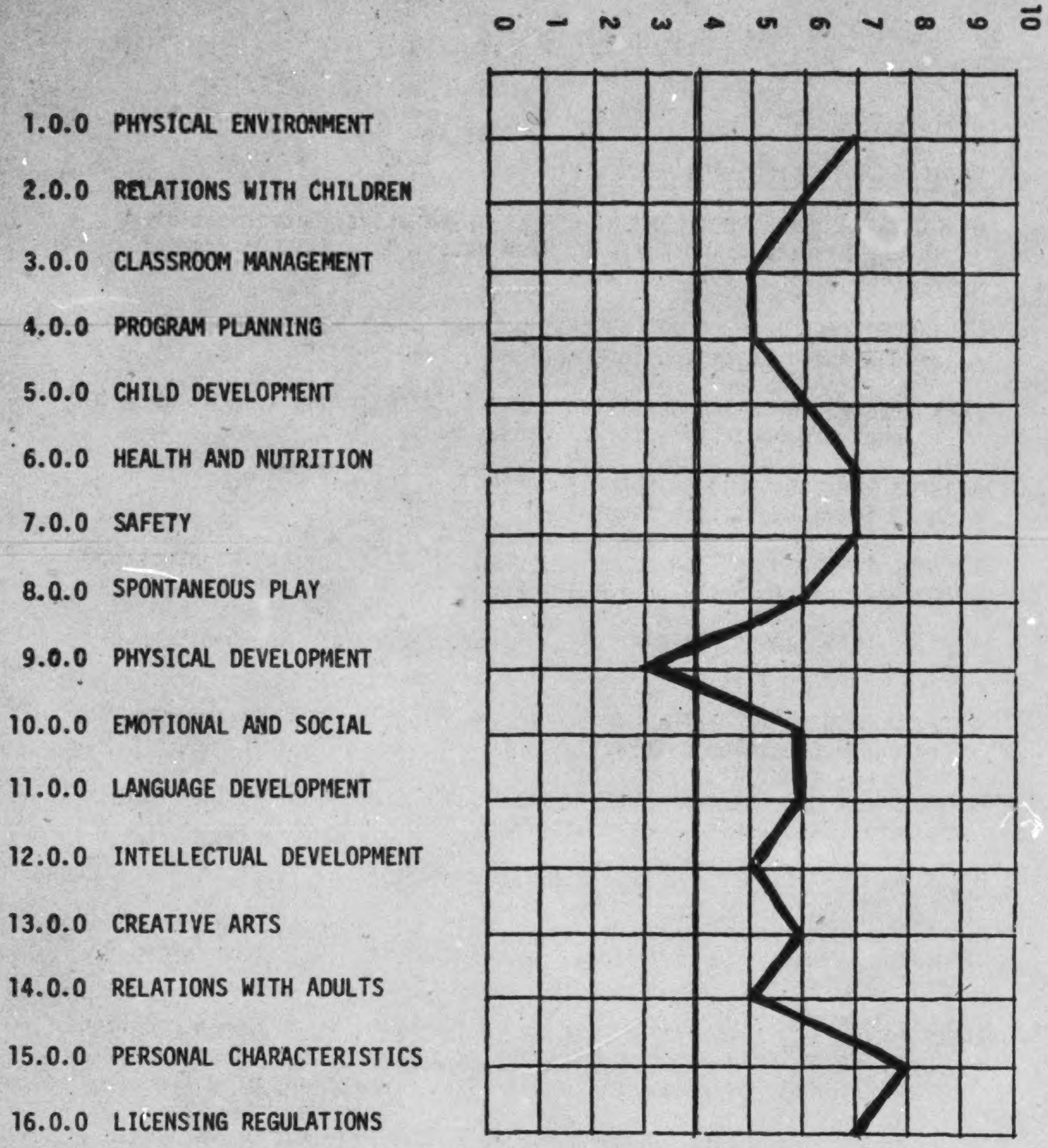
		TEAM M.#1	TEAM M.#2	TEAM M.#3	SCORE	ORAL INT.	WRIT. EXAM	FINAL SCORE
1.0.0	PHYSICAL ENVIRONMENT	4	4	4	4	2	1	7
2.0.0	RELATIONS WITH CHILDREN	2	1	2	4	1	1	6
3.0.0	CLASSROOM MANAGEMENT SKILLS	3	3	3	3	1	1	5
4.0.0	PROGRAM PLANNING, ETC.	4	2	3	4	0	1	5
5.0.0	CHILD DEVELOPMENT	2	2	2	2	1	3	6
6.0.0	HEALTH AND NUTRITION	5	4	5	5	1	1	7
7.0.0	SAFETY	5	5	5	5	1	1	7
8.0.0	SPONTANEOUS PLAY	5	6	5	6	0	0	6
9.0.0	PHYSICAL DEVELOPMENT	3	3	3	3	0	0	3
10.0.0	EMOTIONAL AND SOCIAL DEVELOPMENT	3	4	4	4	1	1	6
11.00	LANGUAGE DEVELOPMENT	4	4	4	4	1	1	6
12.0.0	INTELLECTUAL DEVELOPMENT	3	2	3	3	1	1	5
13.0.0	CREATIVE	4	4	5	4	1	1	6
14.0.0	RELATIONS WITH ADULTS	3	3	3	3	1	1	5
15.0.0	PERSONAL CHARACTERISTICS, ETC.	4	5	6	6	1	1	8
16:0.0	LICENSING REGULATIONS						7	7

FINAL SCORES:

OBSERVATIONS	60
INTERVIEW	13
EXAM	22

FINAL SCORE 95

COMPETENCY PROFILE



TOTAL POSSIBLE POINTS

BASELINE

95 FINAL SCORE

____ SUCCESSFUL

X NEEDS FURTHER TRAINING

LIST OF REFERENCES

1.0.0 PHYSICAL ENVIRONMENT

RELATING TO PHYSICAL ARRANGEMENTS:

DESIGNING THE CHILD DEVELOPMENT CENTER, Head Start, Department of Health, Education and Welfare, Washington, DC: U.S. Government Printing Office, 1970

HOUSING FOR EARLY CHILDHOOD EDUCATION, Washington DC: Association for Childhood Education International, 1968

MAKING PLACES, CHANGING SPACES IN SCHOOLS, AT HOME AND WITHIN OURSELVES, Fallones Scrapbook, New York: Random House, 1971

PATTERNS FOR DESIGNING CHILDREN'S CENTERS, F. Osmon, New York: Educational Facilities Laboratory, 1971

PLANNING ENVIRONMENTS FOR YOUNG CHILDREN, S. Kritchevsky, Washington, DC, National Association for the Education of Young Children, 1969

PLANNING PLAYGROUNDS FOR DAY CARE, Atlanta, Georgia: Southeastern Day Care Project, 1973

SPACE, ARRANGEMENTS, BEAUTY IN SCHOOL, Washington, DC: Association for Childhood Education International

"Space and Equipment," in NURSERY SCHOOL MANAGEMENT GUIDE, C. Cherry, Belmont, California: Fearon, 1973

RELATING TO MATERIALS AND EQUIPMENT:

BEAUTIFUL JUNK, Head Start, Office of Child Development, Department of Health, Education and Welfare, Washington, DC: U.S. Government Printing Office, 1967

BASIC INDOOR EQUIPMENT, YOUR OUTDOOR ENVIRONMENT, YOUR INDOOR LEARNING ENVIRONMENT, SMALL EQUIPMENT, SUPPLIES AND MATERIALS, Brochures from TEXAS GUIDE TO DAY, Austin, Texas: State Department of Welfare

CREATING WITH MATERIALS FOR WORK AND PLAY, Bulletin No. 5, Washington, DC, Association for Childhood Education International, 1961

"Developing the Classroom," in DAY CARE, B. Evans et al, Boston: Beacon Press, 1971

LEARNING MATERIALS NOTEBOOK, K. Hewitt, Utah Home Care Enrichment Center, 1974

PLAY -- A CHILDREN'S BUSINESS: A GUIDE TO SELECTION OF TOYS AND GAMES Bulletin No. 74, Washington, DC, Association for Childhood Education International, 1969

1.0.0 PHYSICAL ENVIRONMENT (CONT.)

PRESCHOOL GUIDE, Denver, Colorado: Future Homemakers of Colorado, 1970

"Things to Make for Your Room," in TEACHING THE YOUNG CHILD, S. Rounds, New York: Agathon Press, 1975

WORK JOBS, M. Lorton, Menlo Park, California: Addison-Wessely Publishing Company, 1972

2.0.0 RELATIONS WITH CHILDREN

HOW TO TALK WITH CHILDREN (AND OTHER PEOPLE), G. Della-Piana, New York, John Wiley and Sons, 1973

"Teaching, What Is It?" In PRESCHOOL LEARNING AND TEACHING, C. Landreth, New, York, Harper and Row Publishers, 1972

"The Teacher and the Techniques She Uses," in INTRODUCTION TO EARLY CHILDHOOD EDUCATION, New York, The Macmillan Company, 1971

UNDERSTANDING AND GUIDING YOUNG CHILDREN, K. Baker, Englewood Cliffs, New Jersey, Prentice-Hall, 1967

LIVING WITH CHILDREN, G. Patterson and E. Gullion, Champaign, Illinois: Research Press, 1973

"Being a Significant Adult in Children's Lives," in GUIDING YOUNG CHILDREN, V. Hildebrand, New York: The Macmillan Company, 1975

PARENT EFFECTIVENESS TRAINING, T. Gordon, New York, Peter H. Wyden, Inc., 1974

"Conversing with Children," in BETWEEN PARENT AND CHILD, H. Ginott, New York, The Macmillan Company, 1965

3.0.0 CLASSROOM MANAGEMENT

"Children's Programs," in NURSERY SCHOOL MANAGEMENT GUIDE, C. Cherry, Belmont, California: Fearon Publishing Company, 1973

GUIDANCE OF THE YOUNG CHILD, J. Langford and H. Rand, New York: John Wiley and Sons, 1975

GUIDING YOUNG CHILDREN, V. Hildebrand, New York, The Macmillan Company, 1975

"Helping Children in Routine Situations," in THE NURSERY SCHOOL: A HUMAN RELATIONSHIPS LABORATORY, K. Read, Philadelphia: W.B. Saunders Company, 1960

HOW TO START AND OPERATE A DAY CARE HOME, A. Griffin, Chicago: Henry Regnery Company, 1973

"Planning for Learning," in GOOD SCHOOLS FOR YOUNG CHILDREN, S. Leeper et al, New York, Macmillan Publishing Company, 1974

"Routines, Activities and Schedules," in TEXAS GUIDE FOR DAY CARE, Austin Texas, State Department of Welfare

"Teaching and Learning Strategies," in CARING FOR CHILDREN, M. Draper and H. Draper, Peoria, Illinois: Charles A. Bennett Publishing Company, 1975

"The Why's and Wherefores of Programming," in THE THREE, FOUR AND FIVE YEAR OLD IN A SCHOOL SETTING, G. Pratt-Butler, Columbus, Ohio: Charles E. Merrill Publishing Company, 1975

4.0.0 PROGRAM PLANNING, OBSERVATION SKILLS

RELATING TO PROGRAM PLANNING:

A CHILD GOES FORTH: A CURRICULUM GUIDE FOR TEACHERS OF PRESCHOOL CHILDREN, B. Taylor, Provo, Utah: Brigham Young University Press, 1964

A PLANNING GUIDE, Chapel Hill Outreach Project, North Carolina, 1972

CHURCH CHILD CARE/DAY CARE: CURRICULUM PLANNING GUIDE

CURRICULUM IDEAS FOR YOUNG CHILDREN, V. Carmichael, Los Angeles: So. California Association for the Education of Young Children, 1969

CURRICULUM IS WHAT HAPPENS: PLANNING IS THE KEY, L. Dittman, Washington, DC, National Association for the Education of Young Children, 1970

DAILY PROGRAM I. II, III, Project Head Start, Office of Child Development, Department of Health, Education, and Welfare, 1969

DEVELOPMENTAL CURRICULUM: A TOTAL APPROACH, L. McSpadden, Head Start Cay Care Center, Salt Lake City, Utah

"Program Planning and Evaluating," in INTRODUCTION TO EARLY CHILDHOOD EDUCATION, V. Hildebrand, New York: The Macmillan Company, 1971

"Sample Developmental Units," in CARING FOR CHILDREN, M. DRAPER, Peoria, Illinois: Charles C. Bennett Company, 1975

OBSERVING AND RECORDING SKILLS:

DEVELOPING OBSERVATION SKILLS, C. Cartwright, New York: McGraw Hill Book Company, 1974

EVALUATING CHILDREN'S PROGRESS: A RATING SCALE FOR CHILDREN IN DAY CARE, Southeastern Day Care Project, Washington, DC: Day Care and Child Development Council, 1973

EVALUATING PERFORMANCE AND PROGRESS, Project Head Start, Department of Health, Education and Welfare, Washington, DC: U.S. Government Printing Office, 1969

HOW TO DEFINE, OBSERVE AND RECORD BEHAVIOR, G. Hecker, D. Adams, Utah State University, Provo, Utah, 1974

OBSERVING AND RECORDING THE BEHAVIOR OF YOUNG CHILDREN, D. Cohen, New York: Teachers College Press, 1967

"Record Keeping and Planning," in TEACHING THE YOUNG CHILD, S. Rounds, New York: Agathon Press, 1975

TECHNIQUES FOR OBSERVING NORMAL CHILD BEHAVIOR, N. Carbonara, University of Pittsburgh Press, 1961

5.0.0 NORMAL AND ABNORMAL CHILD DEVELOPMENT

RELATING TO NORMAL CHILD DEVELOPMENT:

A CHILD GROWS UP, C. Peterson, New York: Alfred Publishing Company, 1974

CHILDHOOD AND ADOLESCENSE, J. Church and J. Stone, New York: Random House, 1973

INFANT AND CHILD IN THE CULTURE OF TODAY, A. Gesell, New York: Harper and Brothers, 1943

LEARNING ABOUT CHILDREN, R. Shuey and E. Young, Philadelphia, Pa.: Lippincott, 1969

THE CHILDREN, G. LeFrancois, Belmont, California: Wasdworth Publishing Company, 1974

THE MAGIC YEARS, S. Fraiberg, Charles Scribner and Sons, New York, 1959

RELATING TO ABNORMAL CHILD DEVELOPMENT:

CHILDREN WITH SPECIAL PROBLEMS: A MANUAL FOR DAY CARE OPERATORS, Greater Minneapolis Day Care Association, Day Care and Child Development Council, 1972

"PROVIDING FOR CHILDREN WHO NEED UNIQUELY DIFFERNENT SERVICES," in GOOD SCHOOLS FOR YOUNG CHILDREN, S. Leeper et al, New York, The Macmillan Company, 1974

SERVING CHILDREN WITH SPECIAL NEEDS, Office of Child Development, Department of Health, Education and Welfare, 1972

"UNDERSTANDING YOUNG CHILDREN: THE HANDICAPPED CHILD IN THE NORMAL PRESCHOOL CLASS," C. Mayer, Urbana, Illinois: ERIC/ECE, # 114

"UNDERSTANDING YOUNG CHILDREN: LEARNING DEVELOPMENT AND LEARNING DISABILITIES, C. Mayer, Urbana, Illinois: ERIC/ECE, #116

6.0.0 BASIC HEALTH AND NUTRITION

RELATING TO HEALTH:

CHILDREN IN DAY CARE WITH FOCUS ON HEALTH, U.S. Department of Health Education and Welfare, Washington, DC, 1967

FIRST AID MANUAL, American Medical Association, Chicago, Illinois, 1971

HEALTH SERVICES, Day Care Series, A.F. North, Jr., U.S. Department of Health, Education, and Welfare, Washington, DC

"Minimizing Illness and Accident," GUIDE FOR TEXAS DAY CARE, Austin, Texas, State Department of Welfare

MUMMY, I DON'T FEEL WELL: A PICTORIAL GUIDE TO COMMON CHILDHOOD ILLNESSES, G. Vaughn, London: Sir Joseph Causton and Sons, LTD, 1970

NURSERY SCHOOL MANAGEMENT GUIDE, "Health," C. Cherry, Belmont, California: Fearon, 1973

PROGRAMS FOR INFANTS AND YOUNG CHILDREN: PART III HEALTH, Washington, DC, The Appalachian Regional Commission, 1970

SUMMARY OF COMMUNICABLE DISEASES COMMON AMONG CHILDREN, State Department of Health, Austin, Texas

RELATING TO NUTRITION:

CREATIVE FOOD EXPERIENCES FOR CHILDREN, M. Goodwin and G. Pollen, Washington, DC, Center for Science in the Public Interest, 1974

FEEDING YOUNG CHILDREN, Guide for Texas Day Care, Austin, Texas: State Department of Welfare

FEEDING LITTLE FOLKS, National Dairy Council, E. McEnery, Chicago, Illinois, 1969

FOOD BEFORE SIX, National Dairy Council, Chicago, Illinois, 1974

FOOD FACTS AND FUN FOR CHILDREN, F. Barber and C. Murdock, Salt Lake Utah: Randers Publishing Company, 1972

FOOD FOR CHILDREN: IN PRESCHOOL CENTERS, IN SUMMER PROGRAMS, Consumer and Marketing Service, U.S. Department of Agriculture, Washington, DC, 1969

FOOD FOR GROUPS OF YOUNG CHILDREN CARED FOR DURING THE DAY, M. Hillie and D. Helen, Department of Health Education and Welfare, Washington, DC, 1969

NUTRITION: BETTER EATING FOR A HEAD START (#3), NUTRITION: STAFF TRAINING (#3D), NUTRITION: EDUCATION FOR YOUNG CHILDREN (#3F), Head Start, Department of Health, Education, and Welfare, Washington, DC, 1969

PROGRAMS FOR INFANTS AND YOUNG CHILDREN, PART III, NUTRITION, Appalachian Regional Commission, Washington, DC, 1970

7.0.0 BASIC SAFETY

A GUIDE FOR TEACHING POISON PREVENTION IN KINDERGARTENS AND PRIMARY GRADES, Washington, DC: U.S. Department of Health, Education and Welfare, Division of Accident Prevention, 1965

FIRST AID MANUAL, American Medical Association, Chicago, Illinois, 1971

FROM HAND TO HEAD, M. Rudolph, Webster Division, McGraw-Hill, New York, 1973

"Health and Safety," in TEACHING THE PREKINDERGARTEN CHILD, INSTRUCTIONAL DESIGN AND CURRICULUM, B. Vance, Monterey, California: Brooks/Cole Publishing Company, 1973

"Health and Safety," in A CURRICULUM FOR CHILD CARE CENTERS, C. Seefeldt, Columbus, Ohio, Charles E. Merrill, 1974

MINIMIZING ILLNESS AND ACCIDENT, Texas Department of Public Welfare, Austin, Texas

"Protecting Your Children in Case of Fire," Guide for Texas Day Care, State Department of Welfare, Austin, Texas

"Safety," in NURSERY SCHOOL MANAGEMENT GUIDE, C. Cherry, Belmont, California, Fearon, 1973

8.0.0 SPONTANEOUS PLAY

ALL IN PLAY, R. M. Shoemaker, New York: Play Schools Association, 1958

CHILDREN'S PLAY, INDOORS AND OUT, New York, E. P. Dutton and Company, 1935

DEVELOPMENTAL CURRICULUM, "VALUES OF PLAY," L. McSpadden, Head Start Day Care Center, Salt Lake City, Utah

LET'S PLAY OUTDOORS, K. Baker, Washington, DC: National Association for the Education of Young Children, 1966

PLAY AS LEARNING, C. Baldwin, H. Bayer, Cornell Extension Bulletin No. 1155, Ithaca, New York: Cornell University Press, 1967

PLAY AS A LEARNING MEDIUM, D. Sponseller (ed.), Washington, DC, National Association for the Education of Young Children, 1974

PLAY -- CHILDREN'S BUSINESS, Washington, DC: Association for Childhood Education International, 1963

PLAY: THE CHILD STRIVES TOWARD SELF-REALIZATION, Washington, DC, National Association for the Education of Young Children, 1971

"The Play of the Young Child," C. Seefeldt, Columbus, Ohio: Charles E. Merrill, 1974

UNDERSTANDING CHILDREN'S PLAY, R. HARTLEY, New York: Columbia University Press, 1957

9.0.0 PROMOTING PHYSICAL DEVELOPMENT

ACTIVE LEARNING, B. Cratty, Englewood Cliffs, New Jersey: Prentice-Hall, 1971

"Big Muscle Builders" and "Manual Dexterity," in LAUNCHE, M. Platts, Michigan: Educational Services, Inc., 1972

"Guiding Play and Physical Activity," in NURSERY-KINDERGARTEN EDUCATION, J. Levitt, New York: McGraw Hill Book Company, 1958

"Helping Children Develop Perceptual and Motor Skills," in EARLY CHILDHOOD PROGRAMS, A. Butler et al, Columbus, Ohio, Charles E. Merrill, 1975

IMPROVING MOTOR-PERCEPTUAL SKILLS, Portland Public Schools, Northwest Regional Laboratory

"Learning Activities in the Outdoors," in INTRODUCTION TO EARLY CHILDHOOD ACTIVITY, B. Hildebrand, New York: The Macmillan Company, 1971

LET'S PLAY OUTDOORS, Washington, DC: National Association for the Education of Young Children, 1966

PLAY WITH A PURPOSE, M. Henderson, M. Elliot, J. LaBerge, New York: Harper and Row, 1966

10.0.0 PROMOTING EMOTIONAL AND SOCIAL DEVELOPMENT

A GUIDE TO DISCIPLINE, J. Galambos, Washington, DC: National Association for the Education of Young Children, 1969

"Discipline," in CARING FOR CHILDREN, M. Draper and H. Draper, Peoria, Illinois: Charles A. Bennett Publishing Company, 1975

"Guiding the Young Child," in CHILD CARE AND DEVELOPMENT CAREERS, State of Minnesot, Department of Home Economics, 1971

GUIDING YOUNG CHILDREN, V. Hildebrand, New York: Macmillan Publishing Company, 1975

I CAN DO IT, Project Enlightenment, North Carolina, 1973

PARENTS ARE TEACHERS, W. Becker, Champaign, Illinois: Research Press, 1971

"Me Experiences," in A YOUNG CHILD EXPERIENCES, S. Kaplan et al, Pacific Palisades, California: Goodyear Publishing Company, 1975

"Social Development and Understanding," in THE THREE, FOUR AND FIVE YEAR OLD IN THE SCHOOL SETTING, G. Pratt-Butler, Columbus, Ohio: Merrill Company, 1975

SOCIAL ACTIVITIES CARDS, E. Young and the Amazing Life Games Theater, Boston, Houghton Mifflin, 1971

TEACHING SOCIAL BEHAVIOR TO YOUNG CHILDREN, S. Shank, D. Wilson, Champaign, Illinois, Research Press, 1973

"Helping Children Develop Socially and Emotionally," in EARLY CHILDHOOD PROGRAMS, A. Butler et al, Columbus, Ohio: Charles E. Merrill, 1975

"Social Development and Understanding," in THE THREE, FOUR, AND FIVE YEAR OLD IN A SCHOOL SETTING, G. Pratt-Butler, Columbus, Ohio: Charles E. Merrill Company, 1975

"Understanding Feeling in Areas Where Feelings Are Strong," in THE NURSERY SCHOOL: A HUMAN RELATIONSHIPS LABORATORY, K. Read, Philadelphia, W. B. Saunders Company, 1975 (Rev.)

UNDERSTANDING YOUR CHILD: EMOTIONAL AND SOCIAL DEVELOPMENT AND DISABILITIES, C. Mayer, No. 115, Urbana, Illinois, ERIC/ECE

WHO AM I: THE DEVELOPMENT OF SELF CONCEPT, D. Kiester, Durham, North Carolina: Learning Institute of North Carolina, 1973

"Social Concepts and Behavior," in TEACHERS OF YOUNG CHILDREN, D. Croft and R. Hess, Boston: Houghton Mifflin Company, 1972

"Helping Children Develop Socially and Emotionally," in EARLY CHILDHOOD PROGRAMS, A. Butler et al, Columbus, Ohio: Charles E. Merrill, 1975

11.0.0 PROMOTING LANGUAGE DEVELOPMENT

RELATING TO LANGUAGE:

CHILDREN LEARN THE LANGUAGE ARTS, Minneapolis, Burgess Publishing Company, 1959

"Communication and Literature," in THE THREE, FOUR, AND FIVE YEAR OLD IN A SCHOOL SETTING, G. Pratt-Butler, Columbus, Ohio: Charles E. Merrill Publishing Company, 1975

HELPING CHILDREN TALK BETTER, C. Van Ripper, Better Living Booklet, Chicago, Illinois

HELPING YOUNG CHILDREN DEVELOP LANGUAGE SKILLS, M. Karnes, Arlington, Virginia: The Council for Exceptional Children, 1968

"Language Arts," in KIDS' STUFF, I. Forte et al, Nashville, Tennessee: Incentive Publications, 1969

LANGUAGE MOTIVATING EXPERIENCES FOR YOUNG CHILDREN, Van Nuys, California: DFA Publishers, 1968

LEARNING TO TALK: A PARENTS' GUIDE TO THE FIRST FIVE YEARS, C.L. Green, New York, Harper and Brothers Publishing Company, 1960

"Language, Stories and Books," in A CHILD GOES FORTH, B. Taylor, Provo, Utah: Brigham Young University Press, 1973 (Rev.)

"Opportunities for Growth in Language Abilities," in AN ACTIVITIES HANDBOOK FOR TEACHERS OF YOUNG CHILDREN, D. Croft, R. Hess, Boston: Houghton Mifflin, 1972

"The Young Child and Language," in A CURRICULUM FOR CHILD CARE CENTERS, C. Seefeldt, Columbus, Ohio: Charles E. Merrill Publishing Company, 1974

UNDERSTANDING YOUNG CHILDREN: LANGUAGE DEVELOPMENT AND DISABILITIES, C. Mayer, Alaska Treatment Center for Crippled Children and Adults, No 117, ERIC/ECE, Urbana, Illinois

RELATING TO LITERATURE:

ADVANTURES IN LITERATURE WITH CHILDREN, No 92, Washington, DC, Association for Childhood Education International

CHILDREN AND BOOKS, M. Arbuthnot, Chicago: Scott, Foreman and Company, 1964 (Rev.)

BIBLIOGRAPHY OF BOOKS FOR CHILDREN, Bulletin No. 37, Washington, DC: Association for Childhood Education International

CHILDREN'S STORIES AND HOW TO TELL THEM, J. B. Esenwhin, Springfield, Massachusetts: Home Correspondence School, 1917

WHAT BOOKS FOR CHILDREN, F. Josette, New York: Doubleday, Doran &Co, 1937

12.0.0 PROMOTING INTELLECTUAL DEVELOPMENT

RELATING TO THE NATURAL ENVIRONMENT:

BITS AND PIECES, Washington, DC: Association of Childhood Education International

"Our World," in TEACHING THE PRE-KINDERGARTEN CHILD, B. Vance, Monterey, California: Brooks/Cole Publishing Company, 1973

SNIPS AND SNAILS AND WALNUT WHALES, P. Fiarotta, New York: Workman Publishing Company, 1975

"Teacher Planning: Ideas for Teaching With Nature," in THE IDEA BOX, Washington, DC, National Association for the Education of Young Children, 1973

WHEN I DO, I LEARN, B. Taylor, Provo, Utah: Brigham Young University Press

RELATING TO PRE-MATH ACTIVITIES:

CREATIVE MATH EXPERIENCES FOR THE YOUNG CHILD, I. Forte, J. MacKenzie, Nashville, Tennessee: Incentive Publications, 1973

I DO AND I UNDERSTAND, J. Wiley, Nuffield Math Project, Newgate Press Ltd.

KIDS' STUFF, I. Forte et al, Nashville, Tennessee: Incentive Publications

MATH ACTIVITY CARDS, E. Young and the Amazing Life Games Theater, Boston: Houghton Mifflin, 1971

"Mathematics," in TEACHING THE PRE-KINDERGARTEN CHILD, B. Vance, Monterey, California: Brooks/Cole Publishing Company, 1973

RELATING TO SCIENCE ACTIVITIES:

GUPPIES, BUBBLES AND VIBRATING OBJECTS, J. McGavack, Jr., and D. LaSalle, New York: The John Day Company, 1969

KIDS' STUFF, I. Forte et al, Nashville, Tennessee: Incentive Publications, 1969

NURSERY AND KINDERGARTEN SCIENCE ACTIVITIES, Jenkintown, Pennsylvania, Prime Education Company. 1967

SCIENCE EXPERIENCES FOR NURSERY SCHOOL CHILDREN, D. Haupt, Washington, DC: National Association for the Education of Young Children

SCIENCE EXPERIENCES FOR YOUNG CHILDREN, R. Althouse, C. Main, New York: Teachers College Press, 1975

12.0.0 (Continued)

RELATING TO SCIENCE ACTIVITIES (Continued)

SCIENCE EXPERIENCES FOR YOUNG CHILDREN, V. Carmichael, Los Angeles, California, Southern California Association for the Education of Young Children, 1969

RELATING TO OVERALL COGNITIVE GROWTH:

A. TEACHER'S GUIDE TO COGNITIVE TASKS FOR THE PRE-SCHOOL CHILD, O. Cahoon, Provo, Utah: Brigham Young University Press, 1974

THINKING GOES TO SCHOOL, N. Furth, N. Wachs, New York: Oxford Press, 1974

THINKING IS CHILD'S PLAY, E. Sharp, E. P. Dutton, 1969

13.0.0 PROMOTING THE CREATIVE ARTS

RELATING TO ART ACTIVITIES:

AN ACTIVITIES HANDBOOK FOR TEACHERS OF YOUNG CHILDREN, Boston: Houghton Mafflin, 1972

ART ACTIVITIES FOR THE VERY YOUNG, L. Hoover, Worcester, Massachusetts: Davis Publications, 1961

"Artistic Experiences for Young Children," in A CURRICULUM FOR CHILD CARE CENTERS, C. Seefeldt, Columbus, Ohio: Charles E. Merrill, 1974

BITS AND PIECES: IMAGINATIVE USES FOR CHILDREN'S LEARNING, Washington, DC, Association for Childhood Education International, 1967

CHILDREN'S DRAWINGS FROM LINES TO PICTURES, B. Biber, New York: Bank Street College, 1962

CREATIVE ACTIVITIES, D. Haupt and K. Osborn, Detroit, Michigan: The Merrill Palmer School, 1955

CREATIVE ART FOR THE DEVELOPING CHILD, C. Cherry, Belmont, California: Fearon Publishers

ELEMENTARY TEACHERS ARTS AND CRAFTS IDEAS FOR EVERY MONTH OF THE YEAR, I. Robbins, W. Nyack, New York: Parker Publishing Company, 1970

I SAW A PURPLE COW

KIDS' STUFF, I. Forte et al, Nashville, Tennessee: Incentive Publications, 1969

RECIPES FOR ART AND CRAFT MATERIALS, H. Sattler, Lothrop, Lee and Shepard Company, New York, 1973

RELATING TO ART ACTIVITIES: (Continued)

TEACHING ART TO CHILDREN, B. Jefferson, Boston: Allyn and Bacon, 1959

THE ARTS ACTIVITY CARDS, E. Young and the Amazing Life Games Theater Boston: Houghton Mifflin Company, 1971

THE ART OF THE YOUNG CHILD, J. Bland, New York: Museum of Modern Art, 1958

THE PLAYGROUP BOOK, M. Winn and M. Porcher

WATER, SAND, AND MUD AS PLAY MATERIALS, Washington, DC: National Association for the Education of Young Children, 1959

RELATING TO MUSIC:

AMERICAN FOLK SONGS FOR CHILDREN, New York: Doubleday, 1948

IT'S FUN TO TEACH CREATIVE MUSIC, M. Rosenberg, Play Schools Association, New York, 1965

I SAW A PURPLE COW, A. Cole, C. Haas et al, Boston: Little, Brown and Company, 1972

KIDS' STUFF, I. Forte et al, Nashville, Tennessee: Incentive Publications, 1973

"Music, The Universal Language," in TEACHING THE PRE-KINDERGARTEN CHILD, B. Vance, Monterey, California: Brooks/Cole Publishing Company, 1973

SONGS TO GROW ON, B. Landeck, New York: Edward B. Marks Music Corporation: Sloane Association, Inc., 1950

THE FIRESIDE BOOK OF CHILDREN'S SONGS, M. Winn (ed.), A Miller, J. Alcorn, New York: Simon and Schuster, 1966

THE JOY OF MUSIC: EARLY CHILDHOOD, R. McLaughlin, P. Schliestett, Evanston, Illinois: Summy-Birchard Company, 1967

THIS IS MUSIC FOR KINDERGARTEN AND NURSERY SCHOOL, A McCall, Boston: Allyn and Bacon, Incorporated, 1965

WHAT IS MUSIC FOR YOUNG CHILDREN, E. Jones, Washington, DC, National Association for the Education of Young Children, 1958

WHAT SHALL WE DO AND ALLEE GALLOO: PLAYSONGS AND SINGING GAMES FOR YOUNG CHILDREN, M. Winn et al, New York: Harper and Row, 1970

13.0.0 (Continued)

RELATING TO CREATIVE MOVEMENT

A GUIDE TO MOVEMENT EXPLORATION, L. Hackett, R. Jenson, Peek Publications, 1967

CHILDREN DISCOVER MUSIC AND DANCE, New York: Henry Holt, 1959

COMMUNICATION SKILLS ACTIVITY CARDS, E. Young and the Amazing Life Games Theater, Boston, Houghton Mifflin, 1971

CREATIVE DRAMATICS, M. Rasmussen, Washington, DC, Association for Childhood Educatin International, 1961

"Creative Movement," in AN ACTIVITIES HANDBOOK FOR TEACHERS OF YOUNG CHILDREN, D. Croft, R. Hess, Boston: Houghton Mifflin Company, 1972

CREATIVE MOVEMENT FOR THE DEVELOPING CHILD, C. Cherry, Belmont, California Fearon Publishing Company

CREATIVE RHYTHMIC MOVEMENT FOR CHILDREN, New York: Prentice Hall Inc., 1954

IDEAS FOR CREATIVE CURRICULUM IN THE IDEA BOX, Washington, DC: National Association for the Education of Young Children, 1973

LEARNING THROUGH MOVEMENT, New York: Teacher's College Press, 1963

"Movement: The Child's Natural Language," in TEACHING THE PRE-KINDERGARTEN CHILD, B. Vance, Monterey, California: Brooks/Cole Publishing Company, 1973

"Pre-story Activities," in A CHILD GOES FORTH, B. Taylor, Provo, Utah: Brigham Young University Press, 1973

"The Young Child: His Oral Language," in THE YOUNG CHILD: HIS ACTIVITIES AND MATERIALS, M. Stant, New York: Prentice Hall, Incorporated, 1972

14.0.0 RELATIONS WITH ADULTS

RELATIONS WITH PARENTS:

"Accepting Our Responsibility for Working With Parents," in THE NURSERY SCHOOL: A HUMAN RELATIONSHIPS LABORATORY, K. Read, Philadelphia: W.B. Saunders Company, 1974 (Rev.)

PARENTS AND CHILDREN LEARN TOGETHER, K. Taylor, New York: Teachers' College Press, 1967

PARENTS AND THE DAY CARE CENTER, T. Adair, E. Eckstein, New York: Federation of Protestant Welfare Agencies, Incorporated

14.0.0 (Continued)

RELATIONS WITH PARENTS: (Continued)

PARENTS ARE NEEDED: SUGGESTIONS ON PARENT PARTICIPATION IN CHILD DEVELOPMENT CENTER, Project Head Start, No. 6, Office of Child Development, Department of Health, Education and Welfare, 1969

PARENT INVOLVEMENT: A WORKBOOK OF TRAINING TIPS FOR HEAD START STAFF, Project Head Start, No. 10A, Office of Child Development, Department of Health, Education, and WElfare, 1969

PARENT PARTICIPATION IN PRESCHOOL DAY CARE, Monograph No. 5, Atlanta, Georgia: Southeastern Educational Laboratory, 1971

"Relations Between Parents and Day Care Staff," in GUIDE FOR ESTABLISHING AND OPERATING DAY CARE CENTERS FOR YOUNG CHILDREN, New York, Child Welfare League of America, 1966

"Working With Parents," in A CURRICULUM FOR CHILD CARE CENTERS, C. Seefeldt, Columbus, Ohio: Charles E. Merrill Publishing Company, 1974

RELATIONS AMONG STAFF:

"Staff Management," in NURSERY SCHOOL MANAGEMENT GUIDE, C. Cherry, Belmont, California: Fearon Publishing Company, 1973

15.0.0 PERSONAL CHARACTERISTICS/PROFESSIONAL GROWTH

RELATING TO PERSONAL CHARACTERISTICS:

"The Role of the Teacher," in A CURRICULUM FOR CHILD CARE CENTERS, C. Seefeldt, Columbus, Ohio: Charles E. Merrill Company, 1974

"The Role of the Nursery School Teacher," in NURSERY SCHOOL PORTFOLIO, J. Kunz, Association for Childhood Education International, Washington DC, 1969

"You, the Teacher as a Human Being," in FROM HAND TO HEAD, M. Rudolph, New York, McGraw Hill Book Company, 1973

You and the Child Care Profession," in CARING FOR CHILDREN, M. Draper and H. Draper, Peoria, Illinois: Charles A. Bennett Company, Inc., 1975

"Being a Significant Adult in the Lives of Young Children," in GUIDING YOUNG CHILDREN, V. Hildebrand, New York, The Macmillan Company, 1975

15.0.0 (Continued)

RELATING TO PROFESSIONAL GROWTH:

PROFESSIONAL JOURNALS, MAGAZINES, ETC., RELATED TO THE CHILD CARE FIELD:

"CHILDHOOD EDUCATION"	Published by Association for Childhood Education International 3615 Wisconsin Avenue, N.W. Washington, DC
"EDUCATING CHILDREN: EARLY AND MIDDLE YEARS"	Published by American Association for Elementary-Kindergarten-Nursery Educators 1201 - 16th Street, N.W. Washington, DC
"HEADSTART NEWSLETTER"	Published by Office of Child Development Department of Health, Education and Welfare P.O. Box 1182 Washington, DC 20201
"VOICE FOR CHILDREN"	Published by Day Care and Child Development Council of America, Inc. 1012 - 14th Street, N.W. Washington, DC 20005
"YOUNG CHILDREN"	Published by National Association for the Education of Young Children 1834 Connecticut Avenue, N.W. Washington, DC 20009

MANUAL III

DIRECTOR CREDENTIAL PROCEDURES

CONTENTS

1. Introduction
2. General Procedures for Director Assessment
3. Procedures for the Candidate
4. Definitions
5. List of Competency Areas
6. Competency Checklist
7. Sample Questions from the Written Exam
8. List of References

INTRODUCTION

The 1970's has seen an increasing interest in, and an ever expanding need for early childhood programs. Statistics show that at least one-third of all children under the age of five in the United States are currently enrolled in some type of child care program. With more and more women joining the labor force each year, the necessity for states to make provisions for various child care services has greatly increased. Today there is in existence in Nevada many different types of programs available which provide some form of child care -- family child care homes, group child care homes, pre-schools, child care centers, even 24-hour child care centers. Within each, the need for competent, caring directors and caregivers is a vital necessity. To meet this end is a challenge the State of Nevada must face.

The Child Care Services Division of the Department of Human Resources has come to recognize the need to provide "quality" child care facilities throughout the state. In an attempt to implement this, a set of assessment procedures has been drafted which will eventually award a Certificate of Accreditation to early childhood facilities and an Early Childhood Credential to directors and caregivers. The system will be strictly voluntary in nature. Four different procedural manuals have been formulated to meet the varying needs of the diversified child care facilities in the State. All assessments include observations in the facility as well as oral and written exams; each of these is based wholely or in part on specific defined "competencies" or performance standards which have been made public to all those individuals being assessed.

The procedures for accreditation are as follows:

MANUAL I: CAREGIVER CREDENTIAL PROCEDURES

A. Requirements; Individual is actively involved on a regular basis in caring for young children between the ages of two to six years.

B. Procedures: 1) Observation of the individual's performance in the child care facility based on performance skills defined in the 15 competency areas

2) Administration of an oral interview with questions based on defined competencies

3) Administration of a written exam with questions based on defined competencies

MANUAL II: DIRECTOR/CAREGIVER CREDENTIAL PROCEDURES

A. Requirements: Individual is a director, co-director, or assistant director and also acts as a caregiver.

B. Procedures: 1) Observation of the individual's performance in the child care facility based on performance skills defined in the competency areas

2) Administration of a written exam based on 16 defined competency areas (includes licensing regulations)

3) Administration of an oral interview with questions based on defined competencies

MANUAL III: DIRECTOR CREDENTIAL PROCEDURES

A. Requirements: Individual is acting as a director of a facility and is not normally acting in the capacity of a direct caregiver

B. Procedures:

1) Tour of the facility with observations made relating to director's relations with the children and explanations given relating to: a) Facility philosophy b) Competency areas

2) Administration of a written exam based on 16 defined competency areas (includes licensing regulations)

MANUAL IV: FACILITY ACCREDITATION PROCEDURES

A. Requirements:

1) Facility must pass a checklist based on specific competency requirements (relating primarily to physical facility, equipment and materials)

2) Director must be credentialed

3) Thirty percent of the child/staff ratio as required by the State Licensing Regulations, must be credentialed

4) At least one caregiver in a facility must meet the Caregiver competencies. In those facilities where the director is one of the persons meeting the thirty percent personnel requirement, the director will be required to pass the Director/Caregiver assessment procedures

5) There must be at least one credentialed caregiver in the facility at all times between the hours of 9:00 a.m. and 6:00 p.m.

6) Facility must provide for staff development on an ongoing basis

7) Facility must provide a written statement of program philosophy and program goals to each parent upon enrollment of their child

PROCEDURES FOR THE CANDIDATE

1. Director submits a request to the Child Care Services Division for an assessment.
2. MANUAL III: DIRECTOR CREDENTIAL is mailed to Candidate. Candidate carefully reviews competency areas; references are used in areas where the Candidate feels more work is needed.
3. Candidate submits a request to the Child Care Services Division to take the next quarterly Written Exam.
4. The Written Exam is taken and successfully passed.
5. Candidate submits a request to the Child Care Services Division for the completion of the assessment. A date is set for the two-member team to observe and tour the facility with the Director. Candidate submits a Waiver Form if any of the performance standards are against his/her personal philosophy regarding the care and education of young children.
6. Candidate guides the team through the facility explaining the over-all facility philosophy in regard to early childhood education; and program goals; the facility's staff development program. Candidate answers various questions which the team members ask from the Competency Checklist. Candidate allows time for further questions to be asked at the completion of the tour.

GENERAL PROCEDURES FOR DIRECTOR ASSESSMENT

1. The assessment of directors is voluntary. A director who is interested in receiving accreditation should submit a request to the Child Care Services Division. (It is a requirement that in order for a facility to receive accreditation, it must have a credentialed director.)

2. The assessment will be done in a single day by a team of three persons knowledgeable in the field of early childhood development and education; the team will be selected by the State Accreditation Task Force and will be responsible to the Child Care Services Division

3. The assessment will include:

    a) A Written Exam based on: 1) Licensing Regulations
    2) Competency Areas

    b) A Competency Checklist based on:

        1) Observation of Director's relations with the children as defined in specific competencies

        2) Director's explanation of specific items expanded on during tour through the facility.

    c) An explanation of the facility's philosophy regarding care and education of young children, staff development, and program goals.

4. The Written Exam will be offered quarterly through the Child Care Services Division. Passage of the Written Exam will be required before requesting completion of the assessment.

5. Passage of the assessment will be based on a point system. It will be required to pass the Written Exam at a 70% level of accuracy. There will be a possible 100 points in the exam. The Competency Checklist will be scored on the basis of observance of defined competencies and acceptable responses to the questions asked during the facility tour. Passage of the Checklist will be at the 70% level. There will be a possible 100 points on the Checklist.

6. Upon successful completion of the assessment, the Director will be awarded a Child Care Services Early Childhood Credential.

7. The Policy Board of the Child Care Services Division will act as a Board of Review if a Candidate wishes to appeal a decision.

DEFINITIONS

The following definitions are terms found throughout the manual:

Accreditation - Reference herein to the awarding of a "Certificate of Accreditation" to a facility based upon successful completion of the requirements listed in MANUAL IV: FACILITY ACCREDITATION PROCEDURES. The certificate indicates a high level of quality in the staff, equipment and materials of the facility.

Credential - Reference herein to the award made by the Child Care Services Division to a caregiver, director/caregiver, or director based upon successful completion of the specified assessment procedures. The credential indicates quality in performance and an overall understanding of early childhood programs.

Assessment - Reference herein to the overall procedure used to evaluate the performance and understanding of a caregiver, director/caregiver, or director in working with or directing programs for young children. It also refers to the evaluation of facilities with regard to obtaining facility accreditation.

Competency - Reference herein to the demonstration of an ability to perform a specified behavior or action under specified conditions, observable by defined performance standards.

Performance Standards - Reference herein to the specified observable behaviors listed under each competency. These behaviors may be observed in a child care facility or evaluated at specified level of accuracy in an oral interview or a written exam.

Caregiver - Reference herein to any person whose duties include direct care, supervision and guidance of children in a child care facility.

Director/Caregiver - Reference herein to any person who meets the definitions of both caregiver and director.

Director - Reference herein to any person who has responsibility for overall direction and management of a child care facility.

Child Care Services Division - A State Division within the Nevada Department of Human Resources

DEFINITIONS

The following definitions are specific terms found in the order in which they appear in the defined competency areas:

Functional areas - Those areas within the child care environment which meet various developmental needs of the children and which function essentially around one type of activity (e.g., block area, library area)

Age appropriate materials - Those materials best suited for a child at a given age, providing the child with stimulation and a sense of accomplishment (e.g., For 3 year olds: large, simple puzzles; picture books with big, bright pictures and short text, etc.)

Transitions - Those period of times which occur when shifting from one activity to another (e.g., There is a transition period between a work session and snack time, etc.)

Developmental - Refers to developing, maturing, growing, expanding, learning, etc.

Developmental abilities or tasks - Those abilities which a child at a certain age or level of development is expected to be able to accomplish based on maturity and the expectations of those around him.

Developmental needs - Those needs of a child at a certain age or level of development which should be met in order that the natural, orderly progression of growth takes place

Developmental areas - Those areas of personality and physical development which change through the process of growth and maturation (i.e., physical/motor area, social/personal area, intellectual/cognitive area, etc.)

Curriculum - Those activities or events which center around a specific theme or developmental task (e.g., curriculum related to developing self concept might involve children drawing life-size pictures of themselves, making hand prints, measuring self, taping voice, etc.)

Motor skills - Those skills related to the physical movement of the body

Gross motor - Relating to skills which involve large body movements utilizing the arms, legs, torso, etc. (e.g., walking, climbing, running, jumping, etc.)

Fine motor - Relating to skills which involve small body movements and the use of the small muscles of the hand and fingers, foot, toes, etc. (e.g., stringing with beads, drawing with crayons, building with clay, etc.)

DEFINITIONS (CONT.)

Exceptional child - That child who has specific problems in various areas or who has mastered tasks usually expected of an older child (e.g., the child with visual, speech, or motor problems)

Hygiene - Relating to matters of health and cleanliness

Nutrients - Foods which supply the basic nutrition needed for physical growth and health maintenance

Caustic - Capable of burning or destroying by eating away through chemical action

Spontaneous play - That play which occurs "spontaneously" and naturally when children are given the freedom to interact with the environment and/or each other

Dramatic play - That play in which the child acts out or dramatizes various situations which are familiar to him; it is a means of reliving and clarifying experiences and thus helps to expand learning and reduce anxiety (Equipment such as housekeeping areas, dress ups, dolls, etc., encourages such play)

Open questions - Those questions which are asked in a manner that require more than a yes or no answer or a single word answer... and for which there are no right or wrong answers. Active thinking on the part of the child must take place. (e.g., "What different types of circles can you find in this room?" rather than, "Do you see any circles in this room?")

Manipulative toys/materials - Those toys or materials which are capable of being built with, taken apart, fitted together, shaped into, etc., through the use of the small muscles of the fingers (e.g., tinker toys, puzzles, clay, play dough, etc.)

Positive self concept - A feeling of importance, worth, well-being for one's self

Ethnic background - Relating to cultural or racial traits, customs, etc.

Self-help skills - Those tasks which the child is able to perform for himself (e.g., pouring own juice, hanging up own coat)

Listening model - A person who provides an example by carefully and attentively listening and then responding appropriately if necessary (e.g., the teacher who listens closely to a slowly talking child and then responds with an immediate reply)

Language model - A person who provides an example by using speech appropriate to the age and language abilities of the listeners (e.g., for young children an appropriate language model would be use of short, concise, precisely phrased simple sentences)

DEFINITIONS (CONT.)

Cognitive development - The capacity of an individual to recognize, identify, discriminate, and integrate the features of the world around him (e.g., the task of learning to talk is part of the cognitive development of a child)

Natural environment - The physical land surfaces and air conditions which are a part of the earth and its atmosphere (e.g., mountains, plains, rivers, trees, shrubs, flowers, rain, snow, sunshine, etc.)

Sensory - Relating to the use of the basic five senses of the body as a means of learning (i.e., sense of touch, taste, smell, hearing, and seeing)

Spatial relationships - Relating to objects and their position in space (e.g., fitting things together and taking them apart); relating to observing things from different viewpoints; relating to describing and understanding the position of things in relation to each other (e.g., under, above, in front of, etc.)

Classification - The process of noting similarities and differences (grouping), of finding characteristics or attributes of things, and of describing objects in several different ways

Seriation - The process of comparing items (e.g., which one is bigger); of arranging items in order along the same dimension (e.g., which one is the shortest one); and of matching sets of items with another (e.g., which one is identical)

Creative arts - Relating to art, music, rhythmic body movement, oral expression (children's own stories, songs, poems, etc.) and exploration of the environment

COMPETENCY AREAS

1.0.0 ESTABLISHMENT AND MAINTENANCE OF THE PHYSICAL ENVIRONMENT

2.0.0 RELATIONS WITH CHILDREN

3.0.0 CLASSROOM MANAGEMENT (DAILY ROUTINES)

4.0.0 PROGRAM PLANNING, OBSERVATION SKILLS

5.0.0 KNOWLEDGE OF NORMAL AND ABNORMAL CHILD DEVELOPMENT

6.0.0 KNOWLEDGE OF BASIC HEALTH AND NUTRITION

7.0.0 KNOWLEDGE OF BASIC SAFETY

8.0.0 ESTABLISHMENT AND MAINTENANCE OF THE LEARNING ENVIRONMENT: UNDERSTANDING THE VALUE OF SPONTANEOUS PLAY

9.0.0 PROMOTING PHYSICAL DEVELOPMENT

10.0.0 PROMOTING EMOTIONAL AND SOCIAL DEVELOPMENT

11.0.0 PROMOTING LANGUAGE DEVELOPMENT

12.0.0 PROMOTING INTELLECTUAL DEVELOPMENT

13.0.0 PROMOTING DEVELOPMENT IN THE CREATIVE ARTS

14.0.0 RELATIONS WITH ADULTS (PARENTS AND CO-WORKERS)

15.0.0 PERSONAL CHARACTERISTICS/PROFESSIONAL GROWTH

16.0.0 KNOWLEDGE OF THE STATE LICENSING REGULATIONS

DIRECTOR'S COMPETENCY CHECKLIST

The following competencies will be either observed or asked of a director of a facility. The competencies have been drawn from the fifteen competency areas defined in MANUAL 1: CAREGIVER CREDENTIAL PROCEDURES

1.2.0 Candidate demonstrates an understanding of the purpose of the overall physical arrangement

- 1.2.1 Is able to explain why the classrooms have been divided into certain functional areas

1.3.0 Candidate supplies materials and equipment which are relevant to the needs of the children within the facility

- 1.3.1 Provides materials which are age-appropriate, stimulating, and sturdily constructed
- 1.3.2 Provides materials in sufficient quantity to keep all children actively involved during work periods and periods of free play
- 1.3.3 Arranges materials and equipment so that they are easily accessible to the children

2.1.0 Candidate demonstrates knowledge of the importance of respecting each child as a unique, worthwhile being

- 2.1.1 Converses with and listens to each child with respect
- 2.1.2 Allows each child to complete what the child is saying before answering
- 2.1.3 Bends or stoops down to converse with each child on the child's own level

2.2.0 Candidate demonstrates knowledge of the importance of interacting frequently with each child

- 2.2.1 Interacts frequently with the children in the facility

2.3.0 Candidate demonstrates an understanding of the importance of providing a warm, accepting emotional climate

- 2.3.1 Expresses warmth and positive behaviors such as frequent smiles, embraces, physical contact
- 2.3.2 Uses a pleasant, friendly, natural voice
- 2.3.3 Provides frequent praise and encouragement for each child

3.1.0 Candidate demonstrates an understanding of the importance of consistency and regularity for young children

  3.1.2 Is able to cite reasons why a child needs a regular schedule

3.2.0 Candidate demonstrates an ability to smoothly handle the daily routine activities of the facility

  3.2.1 Greets each child on arrival with a smile and a positive response

  3.2.7 Attempts to see that each child receives a personal parting on leaving

4.1.0 Candidate demonstrates ability to plan activities for young children

  4.1.3 Schedules daily activities so there is a balance between indoor and outdoor activities

5.3.0 Candidate demonstrates an awareness of the needs of those children who have special problems or talents

  5.3.2 Is able to cite the behaviors or physical traits which might indicate a child with special needs

  5.3.3 Is able to explain how a child with special problems is incorporated into the facility

6.1.0 Candidate demonstrates a basic knowledge of the need to provide and maintain a clean and healthy environment

  6.1.1 Provides an overall environment which is clean and orderly

  6.1.2 Makes certain all eating areas and bathroom areas are kept clean and are sufficiently stocked with essentials (soap, tissues, paper towel, toilet paper, etc.)

  6.1.3 Is able to cite facility procedures for handling a sick child

  6.1.4 Is able to name some of the early symptoms of illness which young children exhibit

7.1.0 Candidate demonstrates an understanding of the need to provide a safe environment by taking precautions to avoid or reduce accidents

- 7.1.1 Makes sure all exits are free of obstacles
- 7.1.2 Keeps the physical environment free of hazardous conditions
- 7.1.3 Keeps all toys and learning materials free of peeling paint and broken or hazardous parts
- 7.1.7 Is able to cite facility procedures for a fire drill
- 7.1.8 Is able to cite facility procedures used in case of an accident

7.2.0 Candidate demonstrates a knowledge of the hazardous materials which are frequently found in a child care facility

- 7.2.1 Is able to cite materials or toys which are potentially dangerous and can explain why

8.1.0 Candidate demonstrates an understanding of the value of spontaneous play as an essential ingredient in the overall development of young children

- 8.1.1 Provides time in both morning and afternoon sessions when children are allowed to play freely, selecting at will from those activities and materials available
- 8.1.2 Provides equipment and materials during spontaneous play which allows each child to explore, manipulate, or create freely by himself or with others
- 8.1.9 Is able to name activities, materials and equipment which have been made available to the children during free play and can explain why such materials were made available

9.1.0 Candidate demonstrates an awareness of critical importance of gross motor/large muscles experiences for young children

- 9.1.1 Provides a significant segment of time in which the children can utilize large muscle apparatus (e.g., jungle gyms, swings, trikes, etc.)

9.2.0 Candidate demonstrates an awareness of the importance of fine motor/small muscle experiences for young children

- 9.2.1 Provides materials and equipment which promote fine motor development
- 9.2.2 Keeps all fine motor materials in good order

9.3.0 Candidate demonstrates an overall understanding of what gross motor and fine motor activities include and why they are important

- 9.3.3 Is able to cite how fine motor and gross motor activities are implemented into the various programs of the facility

10.1.0 Candidate demonstrates an understanding of the importance of each child building a strong, positive self-concept

- 10.1.1 Makes frequent personal comment to the children (e.g., personal greeting, comment about child's clothes, praise over an item made, etc.)
- 10.1.2 Provides a private place at the child's level for each child to put his personal belongings (e.g., cubbies, boxes, shelves, plastic containers, etc.)

10.2.0 Candidate demonstrates an understanding of the value of each child developing a strong sense of self reliance

- 10.2.1 Provides the equipment and materials necessary to maximize the child's self help skills (e.g., provides coat hangers at children's level, sinks at children's level, etc.)

10.3.0 Candidate demonstrates an ability to contribute to the overall social growth of young children

- 10.3.1 Explains what type of behavior is necessary on the part of the adults to promote positive social growth
- 10.3.2 Provides equipment and materials which allow children a means to release their pent-up emotions

COMPETENCY CHECKLIST (Continued)

10.4.0 Candidate demonstrates understanding of the need to establish and maintain rules and appropriate disciplinary measures

10.4.1 Sets up and maintains reasonable limits/rules which the children understand and accept

10.4.2 Utilizes disciplinary measures consistent with supportive, positive development

10.4.3 Explains own personal philosophy of guidance and discipline

11.1.0 Candidate demonstrates an awareness of the importance of developing listening skills in young children

11.1.1 Provides a good listening model by allowing each child to complete what he is saying and then actively responding with an appropriate answer

11.2.0 Candidate demonstrates an ability to foster language development in young children

11.2.1 Demonstrates recognition and acceptance of the child's level of language development, his native language, or his dialect

11.2.2 Provides a continuous language model for children by using precisely phrased, short simple sentences

11.2.3 Takes children's own words and uses them as a foundation upon which to model expanding language (e.g., takes child's sentence of, "More milk." and builds it into, "You want another glass of milk."

11.3.0 Candidate demonstrates an understanding of the importance of literature experiences as a source of enriching children's language experiences

11.3.2 Provides a quiet library or reading area with books which are appropriately selected for the ages and interests of the children

12.2.0 Candidate demonstrates an understanding of the importance of sensory enrichment as a necessary foundation for all other intellectual development

12.2.1 Provides a variety of sensory materials

COMPETENCY CHECKLIST (Continued)

12.3.0 Candidate demonstrates an understanding of the importance of pre-math experiences for the overall development of reasoning and problem solving abilities

- 12.3.3 Provides various two and three dimensional materials which aid in the development of shape concepts

- 12.3.4 Provides materials for classification and seriation (e.g., spindle boxes, sorting boxes)

12.4.0 Candidate demonstrates an understanding that science is a vital part of a pre-school experience

- 12.4.1 Provides the material and space for scientific learning experiences to take place

13.1.0 Candidate demonstrates an awareness of the need for young children to explore, experiment, and express their ideas through art, music, creative movement, and creative oral expressions

- 13.1.1 Provides art materials to be used on a daily basis by staff members

- 13.1.3 Provides materials and equipment for music and rhythm experiences to take place (e.g., record player and records, musical instruments)

14.1.0 Candidate demonstrates an understanding of the importance of establishing and maintaining a positive, productive relationship with the parents

- 14.1.1 Greets parents warmly and with respect

- 14.1.2 Keeps the parents informed of the activities of the facility through a bulletin board, notes, phone calls, etc.

- 14.1.3 Is able to explain how the parents are kept informed of their children's progress

- 14.1.4 Is able to relate how parents' help or suggestions have been elicited or incorporated into the programs of the facility

COMPETENCY CHECKLIST (Continued)

14.2.0 Candidate demonstrates an understanding of the importance of maintaining positive, cooperative relations among the staff of the facility

  14.2.1 Maintains a cheerful, open, cooperative manner in working with other staff members

  14.2.2 Shows respect for other staff members

  14.2.3 Exchanges ideas freely with other staff members

  14.2.4 Is able to explain why it is important to keep all staff members informed about plans or activities which would effect the facility or different groups

15.1.0 Candidate demonstrates an overall healthy self-concept and good sense of self confidence

  15.1.1 Maintains self-control and an attitude of respect for others

  15.1.2 Displays a healthy sense of humor

  15.1.3 Is able to cite and justify the important personal characteristics needed by a competent caregiver

15.2.0 Candidate demonstrates an overall enjoyment of and liking for young children

  15.2.1 Actively smiles and openly relates to the children

  15.2.2 Appears relaxed and happy in the work

15.3.0 Candidate demonstrates an understanding of the need for flexibility and patience when working with young children

  15.3.1 Shows flexibility in changing plans or activities

  15.3.2 Displays patience when listening to and working with young children

15.4.0 Candidate possesses a sufficient amount of physical energy to keep up with the exacting pace of a child care facility

15.5.0 Candidate demonstrates an awareness and interest in keeping current with the new materials and methods being utilized in the field

  15.5.1 Has participated in in-service training programs; carries on in-service training for the facility

  15.5.2 Cites personal efforts used to promote own professional growth; provides materials for staff to grow professionally (e.g., books, journals, magazines)

TOTAL SCORE ____________________

16.0.0 KNOWLEDGE OF LICENSING REGULATIONS

16.1.0 Candidate demonstrates an understanding of the required facility policies and procedures

- 16.1.1 Selects appropriate policies and procedures for reporting to the licensing entity, parents, other agencies and individuals
- 16.1.2 Is able to cite all information required on each child
- 16.1.3 Selects appropriate procedures for transportation of children

16.2.0 Candidate demonstrates an understanding of the program requirements for all facilities

- 16.2.1 Selects appropriate procedures for positive guidance
- 16.2.2 Selects required elements of facility programs

16.3.0 Candidate demonstrates knowledge of Director qualifications and responsibilities

- 16.3.1 Submits copy of his/her facility personnel application; application meets required standards
- 16.3.2 Is able to cite the required Director skills and abilities

16.4.0 Candidate demonstrates knowledge of staffing requirements

- 16.4.1 Is able to cite requirements of facility employees
- 16.4.2 Is able to relate licensed capacity to child/staff ratios

16.5.0 Candidate demonstrates knowledge of the children's health, medication, and nutrition requirements

- 16.5.1 Is able to cite health requirements for child's admission to facility
- 16.5.2 Selects appropriate emergency and illness procedures
- 16.5.3 Selects appropriate feeding and nutrition requirements
- 16.5.4 Selects appropriate menus to meet nutrition requirements
- 16.5.5 Selects appropriate methods for use of medications

16.6.0 Candidate demonstrates knowledge of environmental health and safety requirements

- 16.6.1 Selects appropriate method for facility inspections
- 16.6.2 Selects appropriate method(s) for specified sanitation problems

16.0.0 KNOWLEDGE OF LICENSING REGULATIONS-----Continued

16.7.0 Candidate demonstrates knowledge of staff health requirements

    16.7.1 Is able to cite staff health requirements

16.8.0 Candidate demonstrates knowledge of building life safety requirements

    16.8.1 Selects appropriate life-safety procedures

16.9.0 Candidate demonstrates knowledge of general safety requirements

    16.9.1 Selects appropriate methods for maintaining a safe environment

16.10. Candidate demonstrates knowledge of his/her relationship to, and the responsibilities of Licensing entities

    16.10.1 Selects appropriate responses to given situations

WRITTEN EXAM FOR DIRECTOR

Sample Questions

PART I: LICENSING REGULATIONS

16.4.1 If you hire a caregiver under age 18 years, what personal requirements are made of the caregiver? (Cite four)

PART II: COMPETENCY AREAS

8.1.9 Define the term "spontaneous play" and list four types of materials which should be available during such time.

ANSWER: Spontaneous play - play which occurs naturally when a child or children are given the freedom to interact with the environment and each other

Materials which should be available:

1. Dramatic play materials
2. Art materials
3. Blocks
4. Books

PROCEDURES FOR SCORING (DIRECTOR)

1. The Written Exam which must be taken in advance must be passed by a score of 70% or better. (70 points out of a possible 100 points)

2. Each item on the Competency Checklist will have a point value of one. There are 70 items on the checklist. A passing score will be 70% or better (49 points out of a possible 70). Items which are observed must be observed by at least two members of the team. Items which are asked must receive a consensus score with at least two of the three members agreeing that a positive score should be received.

3. All team members must attend a Final Assessment meeting at which time each item on the Competency Checklist will be reviewed. A consensus of two members must be had on each item to receive a score. Passage of the assessment will be based on a score of 70% or better.

4. Notification of passage or failure of the assessment will be mailed to the Candidate from the Child Care Services Division

LIST OF REFERENCES

1.0.0 PHYSICAL ENVIRONMENT

RELATING TO PHYSICAL ARRANGEMENTS:

DESIGNING THE CHILD DEVELOPMENT CENTER, Head Start, Department of Health, Education and Welfare, Washington, DC: U.S. Government Printing Office, 1970

HOUSING FOR EARLY CHILDHOOD EDUCATION, Washington DC: Association for Childhood Education International, 1968

MAKING PLACES, CHANGING SPACES IN SCHOOLS, AT HOME AND WITHIN OURSELVES, Fallones Scrapbook, New York: Random House, 1971

PATTERNS FOR DESIGNING CHILDREN'S CENTERS, F. Osmon, New York: Educational Facilities Laboratory, 1971

PLANNING ENVIRONMENTS FOR YOUNG CHILDREN, S. Kritchevsky, Washington, DC, National Association for the Education of Young Children, 1969

PLANNING PLAYGROUNDS FOR DAY CARE, Atlanta, Georgia: Southeastern Day Care Project, 1973

SPACE, ARRANGEMENTS, BEAUTY IN SCHOOL, Washington, DC: Association for Childhood Education International

"Space and Equipment," in NURSERY SCHOOL MANAGEMENT GUIDE, C. Cherry, Belmont, California: Fearon, 1973

RELATING TO MATERIALS AND EQUIPMENT:

BEAUTIFUL JUNK, Head Start, Office of Child Development, Department of Health, Education and Welfare, Washington, DC: U.S. Government Printing Office, 1967

BASIC INDOOR EQUIPMENT, YOUR OUTDOOR ENVIRONMENT, YOUR INDOOR LEARNING ENVIRONMENT, SMALL EQUIPMENT, SUPPLIES AND MATERIALS, Brochures from TEXAS GUIDE TO DAY, Austin, Texas: State Department of Welfare

CREATING WITH MATERIALS FOR WORK AND PLAY, Bulletin No. 5, Washington, DC, Association for Childhood Education International, 1961

"Developing the Classroom," in DAY CARE, B. Evans et al, Boston: Beacon Press, 1971

LEARNING MATERIALS NOTEBOOK, K. Hewitt, Utah Home Care Enrichment Center, 1974

PLAY -- A CHILDREN'S BUSINESS: A GUIDE TO SELECTION OF TOYS AND GAMES Bulletin No. 74, Washington, DC, Association for Childhood Education International, 1969

1.0.0 PHYSICAL ENVIRONMENT (CONT.)

PRESCHOOL GUIDE, Denver, Colorado: Future Homemakers of Colorado, 1970

"Things to Make for Your Room," in TEACHING THE YOUNG CHILD, S. Rounds, New York: Agathon Press, 1975

WORK JOBS, M. Lorton, Menlo Park, California: Addison-Wessely Publishing Company, 1972

2.0.0 RELATIONS WITH CHILDREN

HOW TO TALK WITH CHILDREN (AND OTHER PEOPLE), G. Della-Piana, New York, John Wiley and Sons, 1973

"Teaching, What Is It?" In PRESCHOOL LEARNING AND TEACHING, C. Landreth, New, York, Harper and Row Publishers, 1972

"The Teacher and the Techniques She Uses," in INTRODUCTION TO EARLY CHILDHOOD EDUCATION, New York, The Macmillan Company, 1971

UNDERSTANDING AND GUIDING YOUNG CHILDREN, K. Baker, Englewood Cliffs, New Jersey, Prentice-Hall, 1967

LIVING WITH CHILDREN, G. Patterson and E. Gullion, Champaign, Illinois: Research Press, 1973

"Being a Significant Adult in Children's Lives," in GUIDING YOUNG CHILDREN, V. Hildebrand, New York: The Macmillan Company, 1975

PARENT EFFECTIVENESS TRAINING, T. Gordon, New York, Peter H. Wyden, Inc., 1974

"Conversing with Children," in BETWEEN PARENT AND CHILD, H. Ginott, New York, The Macmillan Company, 1965

3.0.0 CLASSROOM MANAGEMENT

"Children's Programs," in NURSERY SCHOOL MANAGEMENT GUIDE, C. Cherry, Belmont, California: Fearon Publishing Company, 1973

GUIDANCE OF THE YOUNG CHILD, J. Langford and H. Rand, New York: John Wiley and Sons, 1975

GUIDING YOUNG CHILDREN, V. Hildebrand, New York, The Macmillan Company, 1975

"Helping Children in Routine Situations," in THE NURSERY SCHOOL: A HUMAN RELATIONSHIPS LABORATORY, K. Read, Philadelphia: W.B. Saunders Company, 1960

HOW TO START AND OPERATE A DAY CARE HOME, A. Griffin, Chicago: Henry Regnery Company, 1973

"Planning for Learning," in GOOD SCHOOLS FOR YOUNG CHILDREN, S. Leeper et al, New York, Macmillan Publishing Company, 1974

"Routines, Activities and Schedules," in TEXAS GUIDE FOR DAY CARE, Austin Texas, State Department of Welfare

"Teaching and Learning Strategies," in CARING FOR CHILDREN, M. Draper and H. Draper, Peoria, Illinois: Charles A. Bennett Publishing Company, 1975

"The Why's and Wherefores of Programming," in THE THREE, FOUR AND FIVE YEAR OLD IN A SCHOOL SETTING, G. Pratt-Butler, Columbus, Ohio: Charles E. Merrill Publishing Company, 1975

4.0.0 PROGRAM PLANNING, OBSERVATION SKILLS

RELATING TO PROGRAM PLANNING:

A CHILD GOES FORTH: A CURRICULUM GUIDE FOR TEACHERS OF PRESCHOOL CHILDREN, B. Taylor, Provo, Utah: Brigham Young University Press, 1964

A PLANNING GUIDE, Chapel Hill Outreach Project, North Carolina, 1972

CHURCH CHILD CARE/DAY CARE: CURRICULUM PLANNING GUIDE

CURRICULUM IDEAS FOR YOUNG CHILDREN, V. Carmichael, Los Angeles: So. California Association for the Education of Young Children, 1969

CURRICULUM IS WHAT HAPPENS: PLANNING IS THE KEY, L. Dittman, Washington, DC, National Association for the Education of Young Children, 1970

DAILY PROGRAM I. II, III, Project Head Start, Office of Child Development, Department of Health, Education, and Welfare, 1969

DEVELOPMENTAL CURRICULUM: A TOTAL APPROACH, L. McSpadden, Head Start Cay Care Center, Salt Lake City, Utah

"Program Planning and Evaluating," in INTRODUCTION TO EARLY CHILDHOOD EDUCATION, V. Hildebrand, New York: The Macmillan Company, 1971

"Sample Developmental Units," in CARING FOR CHILDREN, M. DRAPER, Peoria, Illinois: Charles C. Bennett Company, 1975

OBSERVING AND RECORDING SKILLS:

DEVELOPING OBSERVATION SKILLS, C. Cartwright, New York: McGraw Hill Book Company, 1974

EVALUATING CHILDREN'S PROGRESS: A RATING SCALE FOR CHILDREN IN DAY CARE, Southeastern Day Care Project, Washington, DC: Day Care and Child Development Council, 1973

EVALUATING PERFORMANCE AND PROGRESS, Project Head Start, Department of Health, Education and Welfare, Washington, DC: U.S. Government Printing Office, 1969

HOW TO DEFINE, OBSERVE AND RECORD BEHAVIOR, G. Hecker, D. Adams, Utah State University, Provo, Utah, 1974

OBSERVING AND RECORDING THE BEHAVIOR OF YOUNG CHILDREN, D. Cohen, New York: Teachers College Press, 1967

"Record Keeping and Planning," in TEACHING THE YOUNG CHILD, S. Rounds, New York: Agathon Press, 1975

TECHNIQUES FOR OBSERVING NORMAL CHILD BEHAVIOR, N. Carbonara, University of Pittsburgh Press, 1961

5.0.0 NORMAL AND ABNORMAL CHILD DEVELOPMENT

RELATING TO NORMAL CHILD DEVELOPMENT:

A CHILD GROWS UP, C. Peterson, New York: Alfred Publishing Company, 1974

CHILDHOOD AND ADOLESCENSE, J. Church and J. Stone, New York: Random House, 1973

INFANT AND CHILD IN THE CULTURE OF TODAY, A. Gesell, New York: Harper and Brothers, 1943

LEARNING ABOUT CHILDREN, R. Shuey and E. Young, Philadelphia, Pa.: Lippincott, 1969

THE CHILDREN, G. LeFrancois, Belmont, California: Wasdworth Publishing Company, 1974

THE MAGIC YEARS, S. Fraiberg, Charles Scribner and Sons, New York, 1959

RELATING TO ABNORMAL CHILD DEVELOPMENT:

CHILDREN WITH SPECIAL PROBLEMS: A MANUAL FOR DAY CARE OPERATORS, Greater Minneapolis Day Care Association, Day Care and Child Development Council, 1972

"PROVIDING FOR CHILDREN WHO NEED UNIQUELY DIFFERNENT SERVICES," in GOOD SCHOOLS FOR YOUNG CHILDREN, S. Leeper et al, New York, The Macmillan Company, 1974

SERVING CHILDREN WITH SPECIAL NEEDS, Office of Child Development, Department of Health, Education and Welfare, 1972

"UNDERSTANDING YOUNG CHILDREN: THE HANDICAPPED CHILD IN THE NORMAL PRESCHOOL CLASS," C. Mayer, Urbana, Illinois: ERIC/ECE, # 114

"UNDERSTANDING YOUNG CHILDREN: LEARNING DEVELOPMENT AND LEARNING DISABILITIES, C. Mayer, Urbana, Illinois: ERIC/ECE, #116

6.0.0 BASIC HEALTH AND NUTRITION

RELATING TO HEALTH:

CHILDREN IN DAY CARE WITH FOCUS ON HEALTH, U.S. Department of Health Education and Welfare, Washington, DC, 1967

FIRST AID MANUAL, American Medical Association, Chicago, Illinois, 1971

HEALTH SERVICES, Day Care Series, A.F. North, Jr., U.S. Department of Health, Education, and Welfare, Washington, DC

"Minimizing Illness and Accident," GUIDE FOR TEXAS DAY CARE, Austin, Texas, State Department of Welfare

MUMMY, I DON'T FEEL WELL: A PICTORIAL GUIDE TO COMMON CHILDHOOD ILLNESSES, G. Vaughn, London: Sir Joseph Causton and Sons, LTD, 1970

NURSERY SCHOOL MANAGEMENT GUIDE, "Health," C. Cherry, Belmont, California: Fearon, 1973

PROGRAMS FOR INFANTS AND YOUNG CHILDREN: PART III HEALTH, Washington, DC, The Appalachian Regional Commission, 1970

SUMMARY OF COMMUNICABLE DISEASES COMMON AMONG CHILDREN, State Department of Health, Austin, Texas

RELATING TO NUTRITION:

CREATIVE FOOD EXPERIENCES FOR CHILDREN, M. Goodwin and G. Pollen, Washington, DC, Center for Science in the Public Interest, 1974

FEEDING YOUNG CHILDREN, Guide for Texas Day Care, Austin, Texas: State Department of Welfare

FEEDING LITTLE FOLKS, National Dairy Council, E. McEnery, Chicago, Illinois, 1969

FOOD BEFORE SIX, National Dairy Council, Chicago, Illinois, 1974

FOOD FACTS AND FUN FOR CHILDREN, F. Barber and C. Murdock, Salt Lake Utah: Randers Publishing Company, 1972

FOOD FOR CHILDREN: IN PRESCHOOL CENTERS, IN SUMMER PROGRAMS, Consumer and Marketing Service, U.S. Department of Agriculture, Washington, DC, 1969

FOOD FOR GROUPS OF YOUNG CHILDREN CARED FOR DURING THE DAY, M. Hillie and D. Helen, Department of Health Education and Welfare, Washington, DC, 1969

NUTRITION: BETTER EATING FOR A HEAD START (#3), NUTRITION: STAFF TRAINING (#3D), NUTRITION: EDUCATION FOR YOUNG CHILDREN (#3F), Head Start, Department of Health, Education, and Welfare, Washington, DC, 1969

PROGRAMS FOR INFANTS AND YOUNG CHILDREN, PART III, NUTRITION, Appalachian Regional Commission, Washington, DC, 1970

7.0.0 BASIC SAFETY

A GUIDE FOR TEACHING POISON PREVENTION IN KINDERGARTENS AND PRIMARY GRADES, Washington, DC: U.S. Department of Health, Education and Welfare, Division of Accident Prevention, 1965

FIRST AID MANUAL, American Medical Association, Chicago, Illinois, 1971

FROM HAND TO HEAD, M. Rudolph, Webster Division, McGraw-Hill, New York, 1973

"Health and Safety," in TEACHING THE PREKINDERGARTEN CHILD, INSTRUCTIONAL DESIGN AND CURRICULUM, B. Vance, Monterey, California: Brooks/Cole Publishing Company, 1973

"Health and Safety," in A CURRICULUM FOR CHILD CARE CENTERS, C. Seefeldt, Columbus, Ohio, Charles E. Merrill, 1974

MINIMIZING ILLNESS AND ACCIDENT, Texas Department of Public Welfare, Austin, Texas

"Protecting Your Children in Case of Fire," Guide for Texas Day Care, State Department of Welfare, Austin, Texas

"Safety," in NURSERY SCHOOL MANAGEMENT GUIDE, C. Cherry, Belmont, California, Fearon, 1973

8.0.0 SPONTANEOUS PLAY

ALL IN PLAY, R. M. Shoemaker, New York: Play Schools Association, 1958

CHILDREN'S PLAY, INDOORS AND OUT, New York, E. P. Dutton and Company, 1935

DEVELOPMENTAL CURRICULUM, "VALUES OF PLAY," L. McSpadden, Head Start Day Care Center, Salt Lake City, Utah

LET'S PLAY OUTDOORS, K. Baker, Washington, DC: National Association for the Education of Young Children, 1966

PLAY AS LEARNING, C. Baldwin, H. Bayer, Cornell Extension Bulletin No. 1155, Ithaca, New York: Cornell University Press, 1967

PLAY AS A LEARNING MEDIUM, D. Sponseller (ed.), Washington, DC, National Association for the Education of Young Children, 1974

PLAY -- CHILDREN'S BUSINESS, Washington, DC: Association for Childhood Education International, 1963

PLAY: THE CHILD STRIVES TOWARD SELF-REALIZATION, Washington, DC, National Association for the Education of Young Children, 1971

"The Play of the Young Child," C. Seefeldt, Columbus, Ohio: Charles E. Merrill, 1974

UNDERSTANDING CHILDREN'S PLAY, R. HARTLEY, New York: Columbia University Press, 1957

9.0.0 PROMOTING PHYSICAL DEVELOPMENT

ACTIVE LEARNING, B. Cratty, Englewood Cliffs, New Jersey: Prentice-Hall, 1971

"Big Muscle Builders" and "Manual Dexterity," in LAUNCHE, M. Platts, Michigan: Educational Services, Inc., 1972

"Guiding Play and Physical Activity," in NURSERY-KINDERGARTEN EDUCATION, J. Levitt, New York: McGraw Hill Book Company, 1958

"Helping Children Develop Perceptual and Motor Skills," in EARLY CHILDHOOD PROGRAMS, A. Butler et al, Columbus, Ohio, Charles E. Merrill, 1975

IMPROVING MOTOR-PERCEPTUAL SKILLS, Portland Public Schools, Northwest Regional Laboratory

"Learning Activities in the Outdoors," in INTRODUCTION TO EARLY CHILDHOOD ACTIVITY, B. Hildebrand, New York: The Macmillan Company, 1971

LET'S PLAY OUTDOORS, Washington, DC: National Association for the Education of Young Children, 1966

PLAY WITH A PURPOSE, M. Henderson, M. Elliot, J. LaBerge, New York: Harper and Row, 1966

10.0.0 PROMOTING EMOTIONAL AND SOCIAL DEVELOPMENT

A GUIDE TO DISCIPLINE, J. Galambos, Washington, DC: National Association for the Education of Young Children, 1969

"Discipline," in CARING FOR CHILDREN, M. Draper and H. Draper, Peoria, Illinois: Charles A. Bennett Publishing Company, 1975

"Guiding the Young Child," in CHILD CARE AND DEVELOPMENT CAREERS, State of Minnesot, Department of Home Economics, 1971

GUIDING YOUNG CHILDREN, V. Hildebrand, New York: Macmillan Publishing Company, 1975

I CAN DO IT, Project Enlightenment, North Carolina, 1973

PARENTS ARE TEACHERS, W. Becker, Champaign, Illinois: Research Press, 1971

"Me Experiences," in A YOUNG CHILD EXPERIENCES, S. Kaplan et al, Pacific Palisades, California: Goodyear Publishing Company, 1975

"Social Development and Understanding," in THE THREE, FOUR AND FIVE YEAR OLD IN THE SCHOOL SETTING, G. Pratt-Butler, Columbus, Ohio: Merrill Company, 1975

SOCIAL ACTIVITIES CARDS, E. Young and the Amazing Life Games Theater, Boston, Houghton Mifflin, 1971

TEACHING SOCIAL BEHAVIOR TO YOUNG CHILDREN, S. Shank, D. Wilson, Champaign, Illinois, Research Press, 1973

"Helping Children Develop Socially and Emotionally," in EARLY CHILDHOOD PROGRAMS, A. Butler et al, Columbus, Ohio: Charles E. Merrill, 1975

"Social Development and Understanding," in THE THREE, FOUR, AND FIVE YEAR OLD IN A SCHOOL SETTING, G. Pratt-Butler, Columbus, Ohio: Charles E. Merrill Company, 1975

"Understanding Feeling in Areas Where Feelings Are Strong," in THE NURSERY SCHOOL: A HUMAN RELATIONSHIPS LABORATORY, K. Read, Philadelphia, W. B. Saunders Company, 1975 (Rev.)

UNDERSTANDING YOUR CHILD: EMOTIONAL AND SOCIAL DEVELOPMENT AND DISABILITIES, C. Mayer, No. 115, Urbana, Illinois, ERIC/ECE

WHO AM I: THE DEVELOPMENT OF SELF CONCEPT, D. Kiester, Durham, North Carolina: Learning Institute of North Carolina, 1973

"Social Concepts and Behavior," in TEACHERS OF YOUNG CHILDREN, D. Croft and R. Hess, Boston: Houghton Mifflin Company, 1972

"Helping Children Develop Socially and Emotionally," in EARLY CHILDHOOD PROGRAMS, A. Butler et al, Columbus, Ohio: Charles E. Merrill, 1975

11.0.0 PROMOTING LANGUAGE DEVELOPMENT

RELATING TO LANGUAGE:

CHILDREN LEARN THE LANGUAGE ARTS, Minneapolis, Burgess Publishing Company, 1959

"Communication and Literature," in THE THREE, FOUR, AND FIVE YEAR OLD IN A SCHOOL SETTING, G. Pratt-Butler, Columbus, Ohio: Charles E. Merrill Publishing Company, 1975

HELPING CHILDREN TALK BETTER, C. Van Ripper, Better Living Booklet, Chicago, Illinois

HELPING YOUNG CHILDREN DEVELOP LANGUAGE SKILLS, M. Karnes, Arlington, Virginia: The Council for Exceptional Children, 1968

"Language Arts," in KIDS' STUFF, I. Forte et al, Nashville, Tennessee: Incentive Publications, 1969

LANGUAGE MOTIVATING EXPERIENCES FOR YOUNG CHILDREN, Van Nuys, California: DFA Publishers, 1968

LEARNING TO TALK: A PARENTS' GUIDE TO THE FIRST FIVE YEARS, C.L. Green, New York, Harper and Brothers Publishing Company, 1960

"Language, Stories and Books," in A CHILD GOES FORTH, B. Taylor, Provo, Utah: Brigham Young University Press, 1973 (Rev.)

"Opportunities for Growth in Language Abilities," in AN ACTIVITIES HANDBOOK FOR TEACHERS OF YOUNG CHILDREN, D. Croft, R. Hess, Boston: Houghton Mifflin, 1972

"The Young Child and Language," in A CURRICULUM FOR CHILD CARE CENTERS, C. Seefeldt, Columbus, Ohio: Charles E. Merrill Publishing Company, 1974

UNDERSTANDING YOUNG CHILDREN: LANGUAGE DEVELOPMENT AND DISABILITIES, C. Mayer, Alaska Treatment Center for Crippled Children and Adults, No 117, ERIC/ECE, Urbana, Illinois .

RELATING TO LITERATURE:

ADVANTURES IN LITERATURE WITH CHILDREN, No 92, Washington, DC, Association for Childhood Education International

CHILDREN AND BOOKS, M. Arbuthnot, Chicago: Scott, Foreman and Company, 1964 (Rev.)

BIBLIOGRAPHY OF BOOKS FOR CHILDREN, Bulletin No. 37, Washington, DC: Association for Childhood Education International

CHILDREN'S STORIES AND HOW TO TELL THEM, J. B. Esenwhin, Springfield, Massachusetts: Home Correspondence School, 1917

WHAT BOOKS FOR CHILDREN, F. Josette, New York: Doubleday, Doran &Co, 1937

12.0.0 PROMOTING INTELLECTUAL DEVELOPMENT

RELATING TO THE NATURAL ENVIRONMENT:

BITS AND PIECES, Washington, DC: Association of Childhood Education International

"Our World," in TEACHING THE PRE-KINDERGARTEN CHILD, B. Vance, Monterey, California: Brooks/Cole Publishing Company, 1973

SNIPS AND SNAILS AND WALNUT WHALES, P. Fiarotta, New York: Workman Publishing Company, 1975

"Teacher Planning: Ideas for Teaching With Nature," in THE IDEA BOX, Washington, DC, National Association for the Education of Young Children, 1973

WHEN I DO, I LEARN, B. Taylor, Provo, Utah: Brigham Young University Press

RELATING TO PRE-MATH ACTIVITIES:

CREATIVE MATH EXPERIENCES FOR THE YOUNG CHILD, I. Forte, J. MacKenzie, Nashville, Tennessee: Incentive Publications, 1973

I DO AND I UNDERSTAND, J. Wiley, Nuffield Math Project, Newgate Press Ltd.

KIDS' STUFF, I. Forte et al, Nashville, Tennessee: Incentive Publications

MATH ACTIVITY CARDS, E. Young and the Amazing Life Games Theater, Boston: Houghton Mifflin, 1971

"Mathematics," in TEACHING THE PRE-KINDERGARTEN CHILD, B. Vance, Monterey, California: Brooks/Cole Publishing Company, 1973

RELATING TO SCIENCE ACTIVITIES:

GUPPIES, BUBBLES AND VIBRATING OBJECTS, J. McGavack, Jr., and D. LaSalle, New York: The John Day Company, 1969

KIDS' STUFF, I. Forte et al, Nashville, Tennessee: Incentive Publications, 1969

NURSERY AND KINDERGARTEN SCIENCE ACTIVITIES, Jenkintown, Pennsylvania, Prime Education Company. 1967

SCIENCE EXPERIENCES FOR NURSERY SCHOOL CHILDREN, D. Haupt, Washington, DC: National Association for the Education of Young Children

SCIENCE EXPERIENCES FOR YOUNG CHILDREN, R. Althouse, C. Main, New York: Teachers College Press, 1975

12.0.0 (Continued)

RELATING TO SCIENCE ACTIVITIES (Continued)

SCIENCE EXPERIENCES FOR YOUNG CHILDREN, V. Carmichael, Los Angeles, California, Southern California Association for the Education of Young Children, 1969

RELATING TO OVERALL COGNITIVE GROWTH:

A. TEACHER'S GUIDE TO COGNITIVE TASKS FOR THE PRE-SCHOOL CHILD, O. Cahoon, Provo, Utah: Brigham Young University Press, 1974

THINKING GOES TO SCHOOL, N. Furth, N. Wachs, New York: Oxford Press, 1974

THINKING IS CHILD'S PLAY, E. Sharp, E. P. Dutton, 1969

13.0.0 PROMOTING THE CREATIVE ARTS

RELATING TO ART ACTIVITIES:

AN ACTIVITIES HANDBOOK FOR TEACHERS OF YOUNG CHILDREN, Boston: Houghton Mafflin, 1972

ART ACTIVITIES FOR THE VERY YOUNG, L. Hoover, Worcester, Massachusetts: Davis Publications, 1961

"Artistic Experiences for Young Children," in A CURRICULUM FOR CHILD CARE CENTERS, C. Seefeldt, Columbus, Ohio: Charles E. Merrill, 1974

BITS AND PIECES: IMAGINATIVE USES FOR CHILDREN'S LEARNING, Washington, DC, Association for Childhood Education International, 1967

CHILDREN'S DRAWINGS FROM LINES TO PICTURES, B. Biber, New York: Bank Street College, 1962

CREATIVE ACTIVITIES, D. Haupt and K. Osborn, Detroit, Michigan: The Merrill Palmer School, 1955

CREATIVE ART FOR THE DEVELOPING CHILD, C. Cherry, Belmont, California: Fearon Publishers

ELEMENTARY TEACHERS ARTS AND CRAFTS IDEAS FOR EVERY MONTH OF THE YEAR, I. Robbins, W. Nyack, New York: Parker Publishing Company, 1970

I SAW A PURPLE COW

KIDS' STUFF, I. Forte et al, Nashville, Tennessee: Incentive Publications, 1969

RECIPES FOR ART AND CRAFT MATERIALS, H. Sattler, Lothrop, Lee and Shepard Company, New York, 1973

13.0.0 (Continued)

RELATING TO ART ACTIVITIES: (Continued)

TEACHING ART TO CHILDREN, B. Jefferson, Boston: Allyn and Bacon, 1959

THE ARTS ACTIVITY CARDS, E. Young and the Amazing Life Games Theater Boston: Houghton Mifflin Company, 1971

THE ART OF THE YOUNG CHILD, J. Bland, New York: Museum of Modern Art, 1958

THE PLAYGROUP BOOK, M. Winn and M. Porcher

WATER, SAND, AND MUD AS PLAY MATERIALS, Washington, DC: National Association for the Education of Young Children, 1959

RELATING TO MUSIC:

AMERICAN FOLK SONGS FOR CHILDREN, New York: Doubleday, 1948

IT'S FUN TO TEACH CREATIVE MUSIC, M. Rosenberg, Play Schools Association, New York, 1965

I SAW A PURPLE COW, A. Cole, C. Haas et al, Boston: Little, Brown and Company, 1972

KIDS' STUFF, I. Forte et al, Nashville, Tennessee: Incentive Publications, 1973

"Music, The Universal Language," in TEACHING THE PRE-KINDERGARTEN CHILD, B. Vance, Monterey, California: Brooks/Cole Publishing Company, 1973

SONGS TO GROW ON, B. Landeck, New York: Edward B. Marks Music Corporation: Sloane Association, Inc., 1950

THE FIRESIDE BOOK OF CHILDREN'S SONGS, M. Winn (ed.), A Miller, J. Alcorn, New York: Simon and Schuster, 1966

THE JOY OF MUSIC: EARLY CHILDHOOD, R. McLaughlin, P. Schliestett, Evanston, Illinois: Summy-Birchard Company, 1967

THIS IS MUSIC FOR KINDERGARTEN AND NURSERY SCHOOL, A McCall, Boston: Allyn and Bacon, Incorporated, 1965

WHAT IS MUSIC FOR YOUNG CHILDREN, E. Jones, Washington, DC, National Association for the Education of Young Children, 1958

WHAT SHALL WE DO AND ALLEE GALLOO: PLAYSONGS AND SINGING GAMES FOR YOUNG CHILDREN, M. Winn et al, New York: Harper and Row, 1970

13.0.0 (Continued)

RELATING TO CREATIVE MOVEMENT

A GUIDE TO MOVEMENT EXPLORATION, L. Hackett, R. Jenson, Peek Publications, 1967

CHILDREN DISCOVER MUSIC AND DANCE, New York: Henry Holt, 1959

COMMUNICATION SKILLS ACTIVITY CARDS, E. Young and the Amazing Life Games Theater, Boston, Houghton Mifflin, 1971

CREATIVE DRAMATICS, M. Rasmussen, Washington, DC, Association for Childhood Educatin International, 1961

"Creative Movement," in AN ACTIVITIES HANDBOOK FOR TEACHERS OF YOUNG CHILDREN, D. Croft, R. Hess, Boston: Houghton Mifflin Company, 1972

CREATIVE MOVEMENT FOR THE DEVELOPING CHILD, C. Cherry, Belmont, California Fearon Publishing Company

CREATIVE RHYTHMIC MOVEMENT FOR CHILDREN, New York: Prentice Hall Inc., 1954

IDEAS FOR CREATIVE CURRICULUM IN THE IDEA BOX, Washington, DC: National Association for the Education of Young Children, 1973

LEARNING THROUGH MOVEMENT, New York: Teacher's College Press, 1963

"Movement: The Child's Natural Language," in TEACHING THE PRE-KINDERGARTEN CHILD, B. Vance, Monterey, California: Brooks/Cole Publishing Company, 1973

"Pre-story Activities," in A CHILD GOES FORTH, B. Taylor, Provo, Utah: Brigham Young University Press, 1973

"The Young Child: His Oral Language," in THE YOUNG CHILD: HIS ACTIVITIES AND MATERIALS, M. Stant, New York: Prentice Hall, Incorporated, 1972

14.0.0 RELATIONS WITH ADULTS

RELATIONS WITH PARENTS:

"Accepting Our Responsibility for Working With Parents," in THE NURSERY SCHOOL: A HUMAN RELATIONSHIPS LABORATORY, K. Read, Philadelphia: W.B. Saunders Company, 1974 (Rev.)

PARENTS AND CHILDREN LEARN TOGETHER, K. Taylor, New York: Teachers' College Press, 1967

PARENTS AND THE DAY CARE CENTER, T. Adair, E. Eckstein, New York: Federation of Protestant Welfare Agencies, Incorporated

14.0.0 (Continued)

RELATIONS WITH PARENTS: (Continued)

PARENTS ARE NEEDED: SUGGESTIONS ON PARENT PARTICIPATION IN CHILD DEVELOPMENT CENTER, Project Head Start, No. 6, Office of Child Development, Department of Health, Education and Welfare, 1969

PARENT INVOLVEMENT: A WORKBOOK OF TRAINING TIPS FOR HEAD START STAFF, Project Head Start, No. 10A, Office of Child Development, Department of Health, Education, and WElfare, 1969

PARENT PARTICIPATION IN PRESCHOOL DAY CARE, Monograph No. 5, Atlanta, Georgia: Southeastern Educational Laboratory, 1971

"Relations Between Parents and Day Care Staff," in GUIDE FOR ESTABLISHING AND OPERATING DAY CARE CENTERS FOR YOUNG CHILDREN, New York, Child Welfare League of America, 1966

"Working With Parents," in A CURRICULUM FOR CHILD CARE CENTERS, C. Seefeldt, Columbus, Ohio: Charles E. Merrill Publishing Company, 1974

RELATIONS AMONG STAFF:

"Staff Management," in NURSERY SCHOOL MANAGEMENT GUIDE, C. Cherry, Belmont, California: Fearon Publishing Company, 1973

15.0.0 PERSONAL CHARACTERISTICS/PROFESSIONAL GROWTH

RELATING TO PERSONAL CHARACTERISTICS:

"The Role of the Teacher," in A CURRICULUM FOR CHILD CARE CENTERS, C. Seefeldt, Columbus, Ohio: Charles E. Merrill Company, 1974

"The Role of the Nursery School Teacher," in NURSERY SCHOOL PORTFOLIO, J. Kunz, Association for Childhood Education International, Washington DC, 1969

"You, the Teacher as a Human Being," in FROM HAND TO HEAD, M. Rudolph, New York, McGraw Hill Book Company, 1973

You and the Child Care Profession," in CARING FOR CHILDREN, M. Draper and H. Draper, Peoria, Illinois: Charles A. Bennett Company, Inc., 1975

"Being a Significant Adult in the Lives of Young Children," in GUIDING YOUNG CHILDREN, V. Hildebrand, New York, The Macmillan Company, 1975

15.0.0 (Continued)

RELATING TO PROFESSIONAL GROWTH:

PROFESSIONAL JOURNALS, MAGAZINES, ETC., RELATED TO THE CHILD CARE FIELD:

"CHILDHOOD EDUCATION"	Published by Association for Childhood Education International 3615 Wisconsin Avenue, N.W. Washington, DC
"EDUCATING CHILDREN: EARLY AND MIDDLE YEARS"	Published by American Association for Elementary-Kindergarten-Nursery Educators 1201 - 16th Street, N.W. Washington, DC
"HEADSTART NEWSLETTER"	Published by Office of Child Development Department of Health, Education and Welfare P.O. Box 1182 Washington, DC 20201
"VOICE FOR CHILDREN"	Published by Day Care and Child Development Council of America, Inc. 1012 - 14th Street, N.W. Washington, DC 20005
"YOUNG CHILDREN"	Published by National Association for the Education of Young Children 1834 Connecticut Avenue, N.W. Washington, DC 20009

MANUAL IV

FACILITY ACCREDITATION

GENERAL PROCEDURES FOR FACILITY ACCREDITATION

1. All facilities may apply for facility accreditation. The process is entirely voluntary. A request for assessment should be made to the Child Care Services Division.

2. A two-member team from the Child Care Services Division will make the assessment which should last two to three hours in duration.

3. The director of the facility is required to be credentialed. The director may apply for either the Director Assessment or the Director/Caregiver Assessment.

4. Thirty percent of the required staff as defined in the child/staff ratio requirements in the State Licensing Regulations will need to be credentialed.

5. At least one caregiver in a facility must meet the caregiver competencies as defined in MANUAL I: CAREGIVER CREDENTIAL PROCEDURES. In those facilities where the director is the one person meeting the thirty percent staff requirements, the director will be required to pass the Director/Caregiver Assessment.

6. There must be at least one credentialed caregiver in the facility at all times between the hours of 9:00 am and 6:00 pm. This is not required during the night time hours.

7. Facility must meet all licensing requirements as defined in the State Licensing Regulations.

8. Facility must pass a "Competency Checklist" based on requirements cited in the 15 competency areas. These are specifically related to the physical environment, equipment and materials.

9. Facility must provide a written statement of program philosophy and program goals to all parents upon enrollment of a child.

10. Facility must provide evidence in the form of a brief outline of an on-going staff development program.

11. When all of the above requirements have been met, the facility will be awarded a "Certificate of Accreditation" and the facility can be duly advertised as "Accredited."

12. A Certificate of Accreditation will be valid for two years from the date of issuance. Complaints received by the Division about an accredited facility will be justification for an investigation into the need for a reassessment.

FACILITY COMPETENCY CHECKLIST

1.1.0 Facility selects materials and equipment which are relevant to the needs of the children in the establishment

- 1.1.1 Facility selects materials which are age appropriate, stimulating, and sturdily constructed

- 1.1.2 Facility provides materials in sufficient quantity to keep all children actively involved during periods of free play

2.1.0 Facility provides at least three defined areas which meet the specific developmental needs of the children in the establishment. These must be available to each group of children at different times during the day, (e.g., dramatic play area, block area, library-book area, quiet area, etc.)

3.1.0 Facility makes certain that all equipment is arranged so that it is safely positioned (e.g., shelves are low and well balanced so they will not topple)

4.1.0 Facility provides equipment and materials during spontaneous play which allows each child to explore, manipulate or create freely by himself or with others (e.g., dramatic play equipment, art materials, etc.)

5.1.0 Facility provides a selection of gross motor equipment to aid in the development of young children's large muscles (e.g., jungle gyms or other climbing apparatus, sewer pipes, balance walks, climbing forts, swings, trikes, balance beams, hula hoops, jump ropes, etc.)

6.1.0 Facility provides some special equipment which addresses specific needs of the children (e.g., balance boards, sand paper letters, puzzles with knobs, etc.)

7.1.0 Facility provides a selection of fine motor materials which aid in the development of young children's small muscles (e.g., crayons, paints, scissors, paste, tinker toys, legos, small blocks, etc.)

8.1.0 Facility provides a private place at the child's level for each child to put his personal belongings (e.g., cubbies, shelves, boxes, etc.)

9.1.0 Facility provides a quiet library or reading area with books appropriately selected for the ages and interests of the children in the facility

10.1.0 Facility provides a variety of materials which promote sensory development and growth (e.g., "feely bags," sniff bottles, sandpaper letters, etc.)

11.1.0 Facility provides a variety of science materials which promote personal exploration and discovery (e.g., magnets, scales, animals, plants, etc.)

FACILITY COMPETENCY CHECKLIST (Continued)

12.1.0 Facility provides materials for art and creative activities on a regular basis (e.g., paints, papers, collage materials, etc.)

13.1.0 Facility provides a specific means by which the parents are informed of facility activities and items of interest in the area of early childhood development (e.g., bulletin board, parent area with books and magazines relating to early childhood, monthly newsletters, etc.)

14.1.0 Facility provides books, journals, other materials relating to early childhood education, child development, learning activities, etc., to the staff to encourage professional growth in the field.

PROCEDURES MANUAL

This manual has been compiled as a guide in the assessments of child care providers---caregivers, director/caregivers, and directors, as well as in the assessments of child care facilities in general. In the assessment of each, different procedures have been selected to evaluate providers and facilities with regard to quality of care. The awarding of a credential to an individual or accreditation to a facility indicates a level of high quality which the assessment has proven is merited by the individual or the facility.

While the procedures differ for the individual assessments, the bulk of the overall assessments is based on a set of defined competencies or performance skills which the Candidate must perform either with children in a child care facility or through a written exam or an oral interview. The assessment of facilities has been based on a set of accreditation standards which relate to staff credentialing, physical environment, and facility equipment. It is the job of the assessment team to evaluate an individual's performance or a facility's ability to meet and maintain set standards in accordance with the procedures set forth herein.

This Manual covers the procedures for the 4 different assessments along with sample exams or interviews required. The contents include:

1. Procedures for Caregiver and Director/Caregiver Assessment

   A. General Procedures
   B. Procedures for the Written Exam
   C. Procedures for the Observation in the Facility
   D. Procedures for the Oral Interview
   E. Procedures for the Final Assessment Meeting and Scoring

II. Procedures for Director Assessment

   A. General Procedures
   B. Procedures for the Written Exam
   C. Procedures for the Tour of the Facility and the Use of the Competency Checklist
   D. Procedures for Scoring

III. Procedures for Facility Assessment

   A. General Procedures
   B. Procedures for the Tour of the Facility and the Use of the Competency Checklist

IV Procedures for Appeal

GENERAL PROCEDURES FOR CAREGIVER ASSESSMENT
AND
DIRECTOR/CAREGIVER ASSESSMENT

1. The procedures used to assess caregivers and director/caregivers are essentially the same with the sole difference being the addition of a new competency area related to licensing regulations which is included in the director/caregiver assessment.

2. Both assessments include a Written Exam which must be taken and passed at the 70% level before the rest of the assessment can begin.

3. Both assessments include observations in the child care facility of the Candidate by each of the team members. Each observation will take two to three hours. Procedures for the observation and the Observation Evaluation Check Sheet follow.

4. Both assessments include the Oral Interview which is given to the Candidate by all team members after Observations have been completed. The Oral Interview will last approximately one to two hours and will be taped.

5. Upon completion of the Oral Interview or shortly thereafter, a Final Assessment Meeting will be held by the team members. Each competency area will be reviewed in terms of the Observation Evaluations, the Oral Interview and the Written Exam. A Summery Score Sheet will be tallied and a Competency Profile drawn up. This profile will graphically depict the areas of strength and weakness of the Candidate and will also show whether the assessment has been successfully completed.

6. Passage of the assessment is based on a point system. Procedures for scoring will be detailed in a following section.

7. Upon completion of the assessment, the Child Care Services Division will mail Competency Profile to the Candidate. If the Candidate has passed the assessment a Child Care Services Early Childhood Credential will also be mailed. If the Candidate has not passed the assessment, the Candidate will be referred back to the list of competency references and encouraged to attend competency workshops.

8. All records relating to the assessment will be kept on file in the Child Care Services Division.

PROCEDURES FOR THE WRITTEN EXAM

GENERAL:

1. The Written Exam will be offered quarterly at various locations around the state.

2. A list of the test dates and locations will be sent the Candidate (along with the proper manual) upon request for an assessment.

3. The Written Exam must be successfully passed at the 70% level before any of the rest of the assessment is initiated.

PROCEDURES FOR ADMINISTRATION:

1. The examiner should make certain the room is quiet, well ventilated, and with adequate space for all the examinees. Paper will be provided by the examiner.

2. The examiner will give the exam to the Candidates and ask that they read through the entire exam and ask any questions if there appears to be a problem.

3. The examinees will be given two hours to complete the exam. All papers will be scored by an assessment team member and will become the property of the Division.

PROCEDURES FOR SCORING:

1. Score according to the point value designated under each score blank. Different point values are given on the caregiver and the director/caregiver tests. The possible score for each item for a caregiver is marked with a C. The possible score for each item for a director/caregiver is marked with a D/C

2. Total the scores. Put the final score in the blank designated TOTAL SCORE at the end of the exam. All Candidates receiving scores of 70 or better have passed. All Candidates receiving scores below 70 will require a re-examination if they wish to complete the assessment.

3. The Caregiver Written Exam consists of only Part I - Competency Areas and has a possible 100 points. The DIRECTOR/CAREGIVER Written Exam consists of Part I - Competency Areas with a possible 60 points, and Part II - Licensing Regulations with a possible 40 points to make a total 100 points.

(SAMPLE TEST)

WRITTEN EXAM

(CAREGIVER, DIRECTOR/CAREGIVER)

Please write all answers in the space provided. If additional space is needed, the back of each paper can be used. Keep answers brief and concise. GOOD LUCK!

PART I: COMPETENCY AREAS

1.4.2 PHYSICAL ENVIRONMENT - What type of materials have you or your children's parents included in your program which have cost little or no money? (LIST AT LEAST FOUR)

1.

2.

3.

4.

C - 4 points
D/C - 2 points

2.4.3 RELATIONS WITH CHILDREN - List four guidelines for working with children in groups of six or more.

1.

2.

3.

4.

C - 4 points
D/C - 2 points

3.3.1 CLASSROOM MANAGEMENT - DAILY ROUTINES - Name four events which should take place to "set the stage" for a good naptime period

1.

2.

3.

4.

C - 4 points
D/C - 2 points

WRITTEN EXAM (Continued)

4.1.4 PROGRAM PLANNING - Write up four long-term curriculum goals in the area of social development which most four year old children should meet after one year.

1.

2.

3.

4.

C - 4 points
D/C - 2 points

5.1.1 CHILD DEVELOPMENT - Select the proper sequence of developing motor skills from the list below. (List one through five)

_____Standing upright

_____Holding head up

_____Pulling wheel toy

_____Skipping

_____Hopping on two feet

C - 5 points
D/C - 5 points

5.1.2 CHILD DEVELOPMENT - Select the proper sequence of developing language skills for children from three months through six years from the list below. (List one through five)

______Babbles and coos

______Language is essentially intelligible but certain sounds are still incorrectly pronounced

______Uses first word

______Uses two-word sentence (Go bye-bye, etc)

______Language is intelligible with 90-100% of sounds now correctly made

C - 5 points
D/C - 5 points

WRITTEN EXAM (Continued)

5.1.3 CHILD DEVELOPMENT - Select the proper sequence of developing social skills for children from one year through six years from the list below.

_____Is beginning to play with others

_____Plays along side rather than with others

_____Is able to reason with peers and adults

_____Plays alone, unconcerned about the presence of others

_____Loves to show off or be the leader

C - 5 points
D/C - 5 points

5.1.4 CHILD DEVELOPMENT - Select the proper sequence of developing abilities for children one year through six years from the list below.

_____Is able to read an easy reader

_____Draws a circle

_____Writes his own name

_____Scribbles all over page

_____Draws a recognizable picture

C - 5 points
D/C - 5 points

6.3.4 HEALTH AND NUTRITION - List four of the basic nutrients which children should receive daily and give a food example of each

1.

2.

3.

4.

C - 8 points
D/C - 4 points

WRITTEN EXAM (Continued)

7.2.1 SAFETY - List four caustic or poisonous materials which are often found in child care facilities.

1.

2.

3.

4.

C - 4 points
D/C - 2 points

7.2.2 SAFETY - List four pre-school materials or toys which could be potentially dangerous and explain how

1.

2.

3.

4.

C - 8 points
D/C - 4 points

8.1.4 SPONTANEOUS PLAY - List four reasons why spontaneous play is essential for development of young children

1.

2.

3.

4.

C - 4 points
D/C - 2 points

9.3.1 PHYSICAL DEVELOPMENT - Define the terms gross motor and fine motor and give examples of three gross motor activities and three fine motor activities

Gross Motor

1.

2.

3.

Fine Motor

1.

2.

3.

C - 8 points
D/C - 4 points

10.2.3 EMOTIONAL AND SOCIAL DEVELOPMENT - Circle the most appropriate answer

A new little black girl has joined the classroom. She is the only black child in the group. How should the teacher handle the situation?

a) Bring in ethnic dolls, books, pictures, etc., if they are not in the classroom

b) Talk about all kinds of individual differences during group time

c) Both (a) and (b)

d) Ignore it

C - 4 points
D/C - 2 points

WRITTEN EXAM (Continued)

11.3.3 LANGUAGE DEVELOPMENT - List the types of books which would be most appropriate to read to children of the following ages:

2 years:

5 years

C - 4 points
D/C - 2 points

12.3.2 INTELLECTUAL DEVELOPMENT - List two science activities which would foster further investigation among young children

1.

2.

C - 4 points
D/C - 2 points

13.1.9 CREATIVE ARTS DEVELOPMENT - List a variety of media for use in projects by the children in your group (List four)

1.

2.

3.

4.

C - 4 points
D/C - 2 points

13.1.10 CREATIVE ARTS DEVELOPMENT - List methods which you use to encourage children to create their own stories, songs, poems, etc.

1.

2.

3.

4.

C - 4 points
D/C - 2 points

WRITTEN EXAM (Continued)

14.1.5 RELATIONS WITH ADULTS - Circle the appropriate answer

What would you do if a mother told you in confidence during a parent conference that she was planning to divorce.

1) Tell the child

2) Tell the other staff members in the class but caution them to keep the information to themselves.

3) Tell the other parents but caution them about speading the information

4) Tell your spouce.

C - 4 points
D/C - 2 points

14.2.5 RELATIONS WITH ADULTS - List four ways of improving overall staff relations.

1.

2.

3.

4.

C - 4 points
D/C - 2 points

15.5.2 PERSONAL CHARACTERISTICS/PROFESSIONAL GROWTH - How have you personally continued to grow in your professional field? (List four ways)

1.

2.

3.

4.

C - 4 points
D/C - 2 points

TOTAL SCORE ________________

(Only for Director/
Caregiver)

PART II: LICENSING REGULATIONS

16.1.1 What information are you required to have on every child in your facility?

4 points

16.1.2 Situation: You do not provide transportation for children to and from your facility; however, you and your staff have enough vehicles with sufficient space to take the children on short, spontanous excursions. Are you required to:
(Circle one or more)

a) Call each parent to obtain permission

b) Ask the staff if they are willing to accept responsibility for the children in their car.

c) None of the above

4 points

16.2.1 Please write brief resume of your education and/or experience in child care.

4 points

PART II: LICENSING REGULATIONS

SAMPLE TEST CONTINUED

16.3.1 If you hire a caregiver under age 18 years, what personal requirements are made of the caregiver? (Cite four)

4 points

16.4.1 Cite the requirements for the child's health record upon admission.

4 points

16.4.2 Situation: During the day, you notice that Susan has become very quiet, is "flushed" in the face, and has a slight rash on her arms. You should. (Circle one or more)

a) First remove Susan from the facility and take her to a doctor

b) Take Susan's temperature

c) Take Susan to a separate room, isolated from other children

d) Assign a staff person to remain with Susan

e) Contact Susan's parents and/or doctor for further instructions

PART II: LICENSING REGULATIONS

SAMPLE TEST CONTINUED

16.4.3 If most of your children are in care for eight hours or more, which menu would be preferable: (Circle one)

a) Snacks: Cookies and milk
Lunch: Macaroni and cheese hot dish; bread and butter; apple pieces; kool-aid

b) Snacks: A.M. - Crackers with cheesespread and milk.
P.M. - Raisins and kool-aid
Lunch: Spaghetti with meat sauce; bread and butter; mixed vegetables; fortified fruit drink

c. Snacks: Crackers and peanut-butter; milk
Lunch: Spaghetti with meat sauce; fruit cup; bread and butter; orange drink

16.5.1 Situation: During a health inspection, the inspector makes note that your smoke detectors are inappropriately placed. You should: (Circle one or more)

a - Disregard the statement since it came from a health official

b - Ask for a copy of the inspector's report

c - Have the detectors repositioned in accordance with the inspector's instructions

d. Request a new fire inspection and written report ______ 4 points

16.6.1 Evidence that the staff are free from health problems which would have a harmful effect on the children or would interfere with the program, must be maintained at the facility. (Cite the specific evidence that is required)

______ 4 points

16.7.1 Please refer to the example given in 16.5.1. If the health and fire inspection reports are conflicting, would your licensing entity have any responsibility for resolving the problem? (Check one)

Yes__________

No __________ ______ 4 points

PART I: COMPETENCY AREAS

WRITTEN EXAM

ANSWERS:

1.4.2 Meat trays, orange juice containers, milk cartons, wooden crates, card board boxes, old tires, tree stumps, etc.

2.4.3 1. Have the children sit in a designated spot... in chairs, on a masking tape line, in a circle, etc.

2. Have children keep their hands to themselves

3. Have children take turns in speaking

4. All children need to listen when the teacher or another child is speaking

(Other appropriate answers will suffice)

3.3.1 1. Have a quiet activity before naptime

2. Make sure all children have toileted

3. Lights should be turned off or low

4. Curtains should be drawn

5. Soft music may be used

(Other appropriate answers will suffice)

4.1.4 1. Ability to take turns

2. Ability to share toys and materials

3. Ability to play with children in groups

4. Ability to work cooperatively on a project

5. Ability to communicate well with adults

(Other appropriate answers will suffice)

5.1.1 The proper sequence is: 2,1,3,5,4

5.1.2 The proper sequence is: 1,4,2,3,5

5.1.3 The proper sequence is: 3,2,5,1,4

5.1.4 The proper sequence is: 5,2,4,1,3

6.3.4 1. Proteins (meat) 2. Carbohydrates (bread) 3. Fats (butter) 4. Vitamins (orange juice)

7.2.1 1. Scouring agents 2. Ammonia 3. Dishwashing detergent
4. Some glues 5. Shoe dyes, etc.

COMPETENCY AREAS ANSWERS (Continued)

7.2.2 1. Sand -- if thrown in eyes

2. Scissors -- if pointed at a child

3. Knives -- if pointed at a child

4. Blocks -- if used to hit with

(Other appropriate answers will suffice)

8.1.4 1. Allows children freedom to work out their tensions

2. Allows children freedom to explore freely with materials which is a necessary requisite for intellectual development

3. Allows children to come up with creative ideas or works

4. Allows children freedom to learn at their own pace

(Other appropriate answers will suffice)

9.3.1 Gross motor - Relates to skills which involve large body movements utilizing the arms, legs, torso, etc. (e.g., Climbing a jungle gym, swinging on swings, jumping rope, etc.)

Fine motor - Relates to skills which involve body movements and the use of the small muscles of the hand and fingers, foot and toes, etc. (e.g., building with tinker toys, stringing with beads, working with clay, etc.)

10.2.3 Correct answer is (c)

11.3.3. 2 Years: Big, colorful picture books, very little text

5 Years: Books with an actual story line or plot... pictures need not be on every single page

12.3.2 1. Use of baloons to study air 2. Use of seeds to study growth

13.1.9 1. Feathers

2. Material scraps

3. Styro foam

4. Corrugated paper

5. Tin foil

6. Egg cartons

7. Beans

8. Buttons

9. Magazines

10. Sponges, etc.

13.1.10 1. Use of pictures

2. Use of records

3. Use of story starters

4. Use of felt board figures, etc.

14.1.5 Correct answer is (2).

COMPETENCY AREAS ANSWERS (Continued)

14.2.5 1. Maintaining friendly, cooperative attitude

2. Sharing own ideas

3. Respecting and using ideas and suggestions of others

4. Having regular staff meetings

15.5.2 1. Through in-service training programs

2. Through a subscription to a magazine related to early childhood education (e.g., EARLY YEARS)

3. Through membership in NAEYC or DCCDCA

4. Through the use of library books, etc.

PART II: DIRECTOR/CAREGIVER WRITTEN EXAM - LICENSING REGULATIONS

ANSWERS:

16.1.1 Information required on every child

Reference (3.5.1) Child's full name, birthdate, current address, and his preferred name(s).

(3.5.2) Name and address of parent(s) or person(s) legally responsible for child.

(3.5.3) Telephone numbers or instructions on how parent(s) or legal guardian(s) may be reached during hours child is in facility

(3.5.4) Name, address, and telephone number of person(s) who can assume responsibility for the child if parent(s) or guardian(s) cannot be reached immediately in an emergency

(3.5.5) Name and address of person(s) authorized to take child from the facility

(3.5.6) Signed permission to seek emergency treatment

**optional (3.8.5) Written permission for transportation

(8.1.1) Written statement from a physician, health agency, or other service (health) on child's special health needs and child's ability to participate in program (Renewed annually)

(8.2) Evidence of immunization appropriate to the child's age

16.1.2 c. (Reference 3.8; 3.8.5; 3.8.7; 3.8.9)

16.2.1 (Copy of personnel application with up-dates must be provided with test) Test case just asks for resume on test itself.

16.3.1 Personal requirements of caregiver under age 18:
(Reference 6.2 through 6.4)

**optional 1. Must be at least 16 years of age
2. Able to read and write
3. Emotionally and physically qualified to carry out a program emphasizing child development
4. Currently enrolled (or has completed) a credited course in child care/development
**optional 5. Employed only in nonsupervisory
**optional 6. Not make up the majority of staff on duty

PART II: ANSWERS (Continued)

16.4.1 Requirements for child's health record
(References 8.1.1 through 8.2 and 8.8)

1. Written statement from physician, health agency or health service that child is in good health; known conditions are being treated; child is able to participate

**optional 2. Results of vision and hearing screening within prior six months

3. Immunization records

**optional 4. Special needs relating to health

16.4.2
b. (References 8.3; 8.3.1)
c. (References 18.11)
d. (References 18.11)
e. (References 18.11)

16.4.3
b. (Other menus lack vegetables, sufficient balance of vitamins)

16.5.1
b. (Reference 9.2)
d. (Reference 11.6.1)

16.6.1
Evidence that staff are free from health problems:
Pre-employment physical or certificate of a three year health record from a physician and a skin test or chest X-ray for T.B. Thereafter - annual skin test or chest X-ray (Reference Article 10)

16.7.1 Answer is "Yes". (Reference Article 13)

Note: * May be used as single answer
** May substitute for one of the other answers.

PROCEDURES FOR OBSERVATION IN THE FACILITY

1. Wear quiet, low key apparel; arrive promptly and quietly.

2. Greet Candidate warmly; attempt to establish rapport through easy conversation and a relaxed manner before starting the observation.

3. Select an unobtrusive spot where you have an unobstructed view of most of the room. Remember.....

   --do not get involved in the facility's activities

   --do not interrupt any ongoing activity with comments or questions

   --do not move about looking into closets, etc. for unseen materials

4. Spend the first 20 minutes acclimating yourself to the environment

   --note the overall atmosphere of the room, how the children are relating to each other..to the activities offered..to the Candidate

   --note the overall physical set up..room arrangement, orderliness, materials available on shelves, activities going on, etc.

   --note the Candidate..how is she relating to the children, to the staff..is she actively involved in activities?

5. Once you feel "in tune" with the room, you are ready to proceed. In evaluating a Competency Area, you are looking at specific performance standards. It is your job to observe the following:

   --if specific physical arrangements, materials, or activities are being provided, and...

   --if specific cited behaviors are occuring with a great degree of frequency (i.e., most of the time)

6. Under each performance standard are cues which may aid you in determining if the standard is being met. No attempt has been made to make these cues all inclusive; you will probably think of many other additional questions.

7. If possible, note all behaviors in an area at one time before moving on to the next area. In some areas, it will not be possible to observe all behaviors in the length of the given observation (e.g., Daily Routines). If the standard is obviously being met, place a check under the Yes column. If you have not observed the behavior, or feel you need a longer time to observe a given behavior, move on and mark those physical situations or behaviors which are relatively easy to observe.

8. For all behaviors seen or not seen, a written notation should be marked next to the performance standard citing the specifics. This will be needed at the Final Assessment Meeting when each competency area is thoroughly reviewed.

PROCEDURES FOR OBSERVATION (Continued)

9. There will be some standards which you will need to discuss with the Candidate. At the end of your observation, ask the Candidate for a few minutes time and check on those items and any others which you feel needs more clarification.

10. No attempt should be made to tally the total score for a competency area until after the observation is completed. However, this should be done on the same day that the observation takes place to facilitate accuracy or recall.

11. When tallying the total score for a competency area, each performance standard has a one point value. Mark each check in the YES column with one point, add the points together and mark the sum in the designated blank at the bottom of the page.

OBSERVATION EVALUATION

1.0.0 PHYSICAL ENVIRONMENT

YES NO

1.1.1 Utilizes functional areas relevant to the developmental needs of the children within the group /___ ___

CUES: --Is room divided into at least 3 different areas which meet specific needs (i.e., art area, library area, block area, manipulative toy area, etc.)?

--Outside area has at least 3 functional areas? (i.e., swing area, sand box, gym, trike area, etc.)

1.1.2 Maintains an overall physical arrangement which allows for adequate supervision of the children at all times ___ ___

--Equipment does not block the vision of the children

--Has the teacher positioned self in such a manner that she/he can see most of the children most of the time?

1.1.3 Maintains an overall physical environment which is cheerful, well ventilated, and in general, conducive to learning ___ ___

--Is the room bright and cheerful?

--Is proper ventilation maintained with windows open or closed as needed?

--Do you feel children would want to learn, play and stay in this environment?

1.3.1 Utilizes materials which are age appropriate, stimulating, and sturdily constructed ___ ___

--Are the toys appropriately selected for the ages in the group? Are they well built? Colorful?

1.3.2 Provides materials in sufficient quantity to keep all children actively involved during periods of free play ___ ___

--Children are not continuously fighting over the toys due to an insufficient number

-- Is there a sufficient amount of materials or activities available for the children during free play

1.3.3 Arranges materials and equipment so that they are easily accessible to the children ___ ___

--Are materials placed at the child's level?

--Are they arranged in an orderly fashion so that the child can easily get and return the materials?

OBSERVATION EVALUATION (Continued)

1.0.0 (Continued) YES NO

1.4.1 Utilizes teacher, volunteer or child-made materials ____ ____

--Observe materials on the shelves as well as outside equipment

--Do you notice any signs of ingenuity or clever resourcefulness in the materials used?

TOTAL SCORE ________

2.0.0 RELATIONS WITH CHILDREN

2.1.1 Converses with and listens to each child with respect ____ ____

--Does Candidate actively listen to each child?

--Does she/he answer with appropriate answers or is

2.1.2 Allows each child to complete what he/she is saying before answering ____ ____

--Candidate does not interrupt a child when child is speaking

--If child rambles on and on, does Candidate tactfully bring the sentence to a close?

2.1.3 Bends or stoops down to converse with each child on the child's own level ____ ____

--Does Candidate do this most of the time?

2.3.1 Expresses warmth and positive behaviors such as frequent smiles, embraces, physical contact, etc. ____ ____

--Does the Candidate display such actions frequently?

2.3.2 Uses a pleasant, friendly, natural voice ____ ____

--Candidate does not talk shrilly or harshly to the children. Is her voice usually pleasant, friendly?

2.3.3 Provides frequent praise and encouragement for each child ____ ____

--Does Candidate provide praise or encouragement when needed by individual children or group as a whole?

2.0.0 (Continued) YES NO

2.4.1 Is able to create and maintain interest in an activity among a small group of children ____ ____

--Can Candidate maintain interest among a small group without resorting to punitive measures, etc.

--Children are not restless or anxious when working with the Candidate in a small group

2.4.2 Is able to manage a large group of children with a quiet, controlled voice ____ ____

TOTAL SCORE____________________

3.0.0 CLASSROOM MANAGEMENT

3.1.1 Maintains a regular schedule ____ ____

--Note if daily schedule is posted

--Do children seem to know what they are going to be doing next?

3.2.1 Greets all children with a smile and a positive verbal response

--Are the children noticed by the Candidate?

--Does the Candidate attempt to make a personal comment to each child?

3.2.2 Handles change of activities calmly and orderly assisting those children who have particular difficulty during these periods ____ ____

--Does Candidate have a system for announcing change of activities?

--There is not undue commotion and much crying and misbehavior at this time.

OBSERVATION EVALUATION (Continued)

3.0.0 (Continued) YES NO

3.2.3 Aids the children during clean up periods, utilizing the time for learning and developing self-help skills ____ ____

--Does the Candidate bring in learning concepts during clean up (e.g., you pick up all the squares, all the big books, all the white lego blocks, etc.)

--Candidate does not do all the clean up for the children

3.2.4 Recognizes the warning signs of toileting needs and provides the child with the individual guidance needed; accepts accidents calmly with no attempt made to embarrass child ____ ____

--Does the Candidate notice children who are squirming, holding their pants, etc.?

--Child is not ridiculed or embarrased if he has an accident

3.2.5 Participates with the children during meals encouraging discussion and providing a positive mood. ____ ____

--Does the Candidate talk to the children, eat with enthusiasm, etc.

3.2.6 Sets a proper "quiet" stage for napping; takes into consideration the varying activity levels of the different ages ____ ____

3.2.7 Aids children with difficult wraps and attempts to see that each child receives a personal parting on leaving ____ ____

TOTAL SCORE ____________

4.0.0 PROGRAM PLANNING, OBSERVATION SKILLS

4.1.1 Plans a specific short term activity which is in keeping with the children's developmental abilities and the constraints of available material and space ____ ____

--Observe the Candidate guiding the children in an activity -- does it seem well planned? Are there sufficient materials? Children are experiencing success rather than frustration?

OBSERVATION EVALUATION (Continued)

4.0.0 (Continued) YES NO

4.1.2 Schedules daily activities so there is a planned sequence of active and quiet periods ____ ____

--Is there an even rhythm to the active and passive portions of the day?

4.1.3 Schedules daily activities so there is a balance between outdoor and indoor activities ____ ____

--Do the children go outdoors during both morning and afternoon sessions weather permitting? Is there a sufficient amount of time spent outdoors?

4.1.4 Plans daily activities designed to fulfill the varying developmental needs of the children ____ ____

--Are the activities age appropriate?

--Do the children appear challenged and able to carry out activities?

4.2.1 Utilizes daily attendance and is aware of those children present and absent

--Is some form of attendance taken?

--Does the teacher talk about who is present or absent?

TOTAL SCORE ____________

5.0.0 CHILD DEVELOPMENT

5.2.1 Provides at least 3 areas which meet the specific developmental needs of the children in her group ____ ____

Note the ages of the children. If they are primarily of one age group, at least 3 areas in that age group must be observed. If there is a cross section of ages, at least 8 areas should be observed.

--2 year olds: Water play area, Block area, Pouring Table (e.g., popcorn, rice, corn meal, etc.), Small slides, Small climbing apparatus, Small swings

--3 year olds: Block area, Large Manipulative Toy area Housekeeping area, Tricycle area, Sand area, Climbing apparatus

OBSERVATION EVALUATION (Continued)

5.0.0 (Continued) — YES NO

5.2.1 (Continued)

--4 year olds: Dramatic Play area, Small Manipulative Toy area, Blocks and Building Accessories (People, Animals, etc.), Carpentry area, Hollow Blocks or Tires or Crates for outside Dramatic Play, Larger Jungle Gym

--5 year olds: Quiet Library area, Small Manipulative Toy area, Blackboards, Art area, Learning Materials area, Dramatic Play area, Outside area for Ball Games, Rope Jumping, Large jungle gym, Carpentry area.

5.2.2 Provides activities which are geared for the ages and developmental levels of the children in her group ____ ____

--Note if the activities seem appropriate for the ages and abilities in the group (3 year olds should not be learning how to tell time; 2 year olds should not be cutting with sharp scissors, etc.)

5.3.1 Provides special activities which meet the special needs of the exceptional child ____ ____

--If there are children with special problems in the classroom, does Candidate provide special activities (i.e., more language activities, work on balance beams, stress on visual motor activities, etc.)

TOTAL SCORE ________

6.0.0 HEALTH AND NUTRITION

6.1.1 Provides an overall environment which is clean and orderly ____ ____

--Are the contents of the shelves and countertops arranged in an orderly fashion? Are unused materials stored neatly away out of the children's reach? Are floors and walls basically clean?

6.1.2 Makes certain all eating areas and bathroom areas are kept clean and are sufficiently stocked with essentials. ____ ____

--Is there soap available, paper towels, tissues?

6.2.1 Do children regularly wash their hands before each meal and after toileting

--Notice if there are any washing routines (or reminders) before snacks or meals

OBSERVATION EVALUATION (Continued)

6.0.0 (Continued) YES NO

6.2.2 Presents a good model for the children to look up to ____ ____

--Does the Candidate appear neat, well groomed?

--Are the fingernails, hair, etc. clean?

6.3.1 Makes certain that the children understand the need for nutrients in their snacks and meals ____ ____

--Is there any noticable emphasis on nutrition? Do the snacks and meals provide a good variety of nutrients? Does the Candidate comment on what is being eaten?

6.3.2 Provides nutrition-related experiences for the children on a regular basis ____ ____

--Is there any evidence of past nutrition-related experiences on the walls or bulletin boards (recipes, pictures of good foods, etc.) Do any schedules mention cooking, food preparation with the children?

TOTAL SCORE ____________

7.0.0 SAFETY

7.1.1 Makes sure all exits are known to the children and are free of obstacles ____ ____

--Notice if children seem to know where the doors are.

--Are doorways and gates free of obstruction?

7.1.2 Keeps the physical envoronment free of hazardous conditions ____ ____

--Note any loose throw rugs, broken glass, jutting nails, open ditches, etc.

7.1.3 Keeps all toys and learning materials free of peeling paint and broken or hazardous parts ____ ____

--Note any broken toys or very old toys with paint coming off

OBSERVATION EVALUATION (Continued)

7.0.0 (Continued)

7.1.4 Instructs the children and maintains rules on the proper use of potentially hazardous materials ____ ____

--Note if any instructions are given if children are using scissors, knives (in cooking), etc.
--Note what Candidate does if a child throws a block, sand, a toy, etc.

7.1.5 Arranges all equipment so that it is safely positioned ____ ____

--Note if any piece of equipment is exceedingly high or wobbly...how are mirrors positioned, etc.

7.1.6 Stops and redirects unsafe child behavior ____ ____

--The blocks are getting dangerously high...a child starts to walk in front of a swing...how does the Candidate react? Does the Candidate pick up on such situations and redirect them?

TOTAL SCORE ____________

8.0.0 SPONTANEOUS PLAY

8.1.1 Provides time in morning and afternoon when children are allowed to play freely selecting at will from those activities and materials which are available ____ ____

--Are the children given a free time?

8.1.2 Provides equipment and material during spontaneous play which allows each child to explore, manipulate or create freely by himself or with others ____ ____

--Note if there are dramatic play materials, art materials, blocks, manipulative toys, sand, water, woodworking, musical instruments. There should be at least 3 of the above items available for groups over 6 children; at least 2 of the above items for groups of 6 or less.

8.1.3 Is actively involved and helps structure and guide children's learning during free play periods, both indoors and outdoors ____ ____

--Is Candidate actually involved in the activities with the children?

8.0.0 (Continued) YES NO

8.1.4 Listens to children to obtain information for continuous ~~guidance~~ of the spontaneous play ____ ____

--Does Candidate pick up information from the children brought out during spontaneous play and incorporate it into opportunities for expanded play? Does she help a situation along when it is lagging or seems to need guidance?

8.1.5 Uses the information gained by listening to the children during spontaneous play time to structure more formal activities ____ ____

--Does Candidate take information brought out during spontaneous play and incorporate it into other aspects of the program?(e.g., Incorporates discussion of new babies and what they are like into the learning program after hearing a child talking about a new sister in very unhappy terms.)

8.1.6 Stimulates children's thinking during spontaneous play sessions through the use of open questions ____ ____

--Open questions make the child think and require more than a single word answer.

8.1.7 Takes advantage of unexpected situations and needs that can be expanded into learning experiences ____ ____

--Is unusual weather or community events brought into the learning experiences, etc.

TOTAL SCORE ________________

9.0.0 PROMOTING PHYSICAL DEVELOPMENT

9.1.1 Provides a significant segment of time in which the children can utilize large muscle apparatus (climbing gyms, trikes, swings, etc.) ____ ____

--Does the Candidate provide a period for gross motor activity in both morning and the afternoon?

--What provisions are made for active, large muscle play in inclimate weather?

OBSERVATION EVALUATION (Continued)

9.0.0 (Continued) YES NO

9.1.2 Gets actively involved in at least one outdoor and one indoor physical experience ____ ____

--Does the Candidate join in with the children outside...helping with jump rope, throwing balls, etc.?

--Does Candidate participate actively in indoor movement activities...marching, active games, etc.?

9.1.3 Provides varied activities and equipment which promote the development of the large muscles ____ ____

--Does the Candidate provide some specific activities (e.g., setting up obstacle course, running races, providing swimming, etc.)...some specific equipment (hula hoops, balls, jump ropes, etc.)

9.1.4 Guides children in selecting gross motor activities and equipment which meet their needs and strengths ____ ____

--Aids child with special problems select equipment which will aid in his/her growth of large muscle development

9.2.1 Utilizes materials and activities daily which promote fine motor development ____ ____

--Are crayons, puzzles, manipulative toys, etc., available to the children each day?

9.2.2 Keeps all fine motor materials in good order ____ ____

--Note if puzzles are in good condition...have lost pieces been replaced with handmade ones?

--Are tinker toy sticks, lego pieces, etc., in good condition?

9.2.3 Guides children in selecting fine motor activities and materials which meet their needs and strengths ____ ____

--Does Candidate help children select those materials which provide some challenge but are not too difficult

--Candidate does not allow a child to get frustrated by his/her inability to manipulate a small material?

TOTAL SCORE ____________

OBSERVATION EVALUATION (Continued)

10.0.0 PROMOTING SOCIAL AND EMOTIONAL DEVELOPMENT — YES NO

10.1.1 Provides many opportunities for personal comment about each child ____ ____

--Does the Candidate attempt to personally greet each child...comment about his clothes or appearance... provide frequent praise for items made, display photos of individual children, etc.

10.1.2 Provides a private place at the child's level for each child to put his personal belongings ____ ____

--Note whether cubbies, shelves, boxes, etc., are provided for each child

10.2.1 Maximizes the child's self-help skills throughout the day. ____ ____

--Note if candidate automatically takes off a child's wrap or does she/he just assist if needed? Do the children hang up their own coats, serve themselves a snack, pour their own juice?

10.3.1 Encourages and reinforces with verbal praise behavior which promotes social growth (e.g., taking turns, sharing, taking care of materials, enjoying relationships, working cooperatively, accepting individual differences among peers, etc.) ____ ____

--Does the Candidate note and praise positive social behavior?

10.3.2 Encourages children to accept and express their feelings within acceptable limits. ____ ____

--Provides dramatic play materials, punching bags, quiet corner, etc.

--Provides time if needed for child to talk about his feelings

10.4.1 Sets up and maintains reasonable limits/rules which the children understand and accept ____ ____

--Do the children seem to know the rules? Are the rules maintained consistently? Is the discipline a natural consequence of poor behavior? ____ ____

OBSERVATION EVALUATION (Continued)

10.0.0 (Continued) YES NO

10.4.2 Utilizes disciplinary measures consistent with supportive, positive development ____ ____

--Uses time-out, taking away of positive rewards, rather than punitive or shaming methods

TOTAL SCORE ________

11.0.0 PROMOTING LANGUAGE DEVELOPMENT

11.1.1 Provides a good listening model by allowing each child to complete what he/she is saying and then actively responds with an appropriate answer ____ ____

--Note if the Candidate interrupts the child

--Note if the Candidate appears to be preoccupied or if he/she actively listens to what the child says

11.1.2 Involves children in listening experiences where they must actively listen and then respond to what they have heard ____ ____

--Does Candidate play records, tell stories, give puppet shows, etc., and then ask questions relating to what the children have heard?

11.2.1 Demonstrates recognition and acceptance of the child's leval of language development, his native language or his dialect ____ ____

--Accepts and does not disparage each child's own language abilities

--Does not make fun of a child's poor or different language

11.2.2 Provides a continuous language model for the children by using precisely phrased, short, simple sentences ____ ____

--Are directions given simply?

11.2.3 Takes children's own words and uses them as a foundation upon which to model expanding language ____ ____

--Takes sentences such as "Katy go bye-bye" and builds it into..."You want to go home now," etc.

OBSERVATION EVALUATION (Continued)

11.0.0 (Continued) YES NO

11.2.4 Involves children on a regular basis in language activities ____ ____

--Uses kits (e.g., Peabody Language Development Kit), games, (e.g., Simon Says), records, activities, etc., to help develop children's language

11.3.1 Reads or tells stories to children using active facial and verbal expression ____ ____

--Is the Candidate animated, lively with both voice and facial expressions...does she appear to know and enjoy the story?

11.3.2 Provides a quiet library area with several books which are appropriately selected for the ages and interests of the children ____ ____

--Is there a book or library area? Is there a sufficient number of books for the number of children? Is there a wide variety of appropriately selected books for the age group?

TOTAL SCORE ____________

12.0.0 PROMOTING INTELLECTUAL DEVELOPMENT YES NO

12.1.1 Utilizes the immediate natural environment for learning experiences on a daily basis ____ ____

--Does Candidate make reference to weather, season, etc., through conversation, activities, etc.?

--Are there maps, globes, etc., available?

12.2.1 Provides a variety of sensory materials and activities which promote sensory development and growth ____ ____

--Are specific activities, games, materials used? (e.g., sand paper letters, feely bags, sniff bottles, etc.)

12.3.1 Encourages the development of number concepts in the daily learning experiences and everyday language ____ ____

--Does the Candidate utilize such experiences as cooking, block building, clean up, etc., to bring out number concepts

OBSERVATION EVALUATION (Continued)

12.0.0 (Continued)		YES	NO
12.3.2	Utilizes various materials and activities to make children aware of spatial relationships		
	--Are concepts such as up-down, in-out, in front-behind, etc., incorporated into some part of the program?		
12.3.3	Aids children in gaining knowledge of shapes by using 2 and 3 dimensional materials along with activities to promote the overall concept development		
	--Does Candidate use picture books, cut-out shapes, aptitude boards, 3 dimensional shapes, etc.?		
12.3.4	Provides materials for classification and seriation		
	--Does Candidate have materials to group, sort, match, etc. (e.g., buttons, straws, cards, pictures, etc.)		
12.4.1	Provides the material, space and time for active personal exploration to take place in the field of science		
	--Provides a place to display objects of interest brought in by the teacher or children, provides pictures to stimulate curiosity, materials to provide exploration (magnifying glass, magnets, prisms, baloons, water and floating objects, etc.)		
12.5.1	Encourages each child to discuss and share individual experiences and discoveries		
	--Does Candidate provide a time when the children can share their experiences and discoveries (e.g., show and tell, etc.)?		
	--Does Candidate lend a ready ear when a child has something to explain?		

TOTAL SCORE

OBSERVATION EVALUATION (Continued)

13.0.0 PROMOTING DEVELOPMENT IN THE CREATIVE ARTS YES NO

13.1.1 Provides art materials on a daily basis, allowing each child the freedom to express his own ideas _____ _____

--Is the child really given the freedom to "do his own thing" with time and materials provided?

--Are different kinds of materials provided (e.g., clay, paints, collages, play dough, etc.)

13.1.2 Encourages children to explore and use alternate approaches rather than providing children with a single model to be copied _____ _____

--Note if the Candidate tells or shows the children exactly what to do (e.g., "We're going to make Santa Claus just like this.")

13.1.3 Introduces music and rhythm to the children on a regular basis _____ _____

--Does the Candidate sing, play records, do fingerplays, utilize or play instruments. etc.?

13.1.4 Encourages children to explore the rhythm and flow of music and natural sounds through body movement _____ _____

--Are children encouraged to freely listen and to flow with the music? Are scarves, ropes, etc., used to encourage this?

13.1.5 Encourages children to make up their own stories, songs, poems, plays, etc. _____ _____

--Are children encouraged to verbalize about their paintings?

--Are stimulus pictures, etc., used to provoke creative story making? Are children encouraged to make up their own songs, etc.?

13.1.6 Guides children in creative play _____ _____

--Does Candidate encourage dramatic play situations?

--Does Candidate utilize stories, records, field trips, etc., as prompters for children's verbal expression?

TOTAL SCORE ____________________

OBSERVATION EVALUATION (Continued)

14.0.0 RELATIONS WITH ADULTS (PARENTS AND CO-WORKERS)	YES	NO
14.1.1 Greets parents warmly and with respect	____	____
--Does the Candidate smile and seem to put parents at ease? Does Candidate seem to have a good relationship with most parents?		
14.1.2 Keeps the parents informed of the activities of the facility through bulletin board, notes, phone calls, etc.	____	____
--Note to see if there is a parent bulletin board, etc.		
--Check with the Candidate to see how parents are informed of special activities, field trips, etc.		
14.2.1 Maintains a cheerful, open cooperative manner in working with other staff members	____	____
--Do the staff members seem to respect the Candidate?		
--Is there a friendly, cooperative rapport among all the co-workers?		
14.2.2 Shows respect for the other staff members	____	____
--Does the Candidate ever ask for assistance from a co-worker? Does she listen carefully to what other staff members say to her? Does Candidate appear to value the ideas and suggestions of other staff members?		
14.2.3 Exchanges ideas freely with other staff members	____	____
--Is there an easy give and take of thoughts, suggestions among the staff. Does the Candidate offer ideas freely?		

TOTAL SCORE ____________________

OBSERVATION EVALUATION (Continued)

15.0.0	PERSONAL CHARACTERISTICS/PROFESSIONAL GROWTH	YES	NO
15.1.1	Shows a healthy self-concept and a good sense of self confidence by maintaining self control and an attitude of respect for others	____	____
15.1.2	Displays a healthy sense of humor	____	____
	--Does the Candidate joke and join in laughter with the children...with the co-workers		
15.2.1	Actively smiles and openly relates to the children	____	____
	--Does the Candidate seem to genuinely LIKE children?		
	--Do the children seem to like the Candidate?		
15.2.2	Appears relaxed and happy in the work	____	____
15.3.1	Shows flexibility in changing plans or activities	____	____
15.3.2	Displays patience when listening to and working with young children	____	____
15.4.1	Moves from one activity to another with energy and enthusiasm, actively involving self in all the day's events	____	____
15.5.1	Has participated in in-service training programs	____	____
	--Check with Candidates to see if they have participated in any in-service training programs or other courses.		

TOTAL SCORE________________

PROCEDURES FOR THE ORAL INTERVIEW

PROCEDURES FOR ADMINISTRATION:

1. Interview should be given in a quiet, private room within the child care facility, if possible. It will take approximately 1-1½ hours to complete.
2. The team members should attempt to put the Candidate at ease as quickly as possible through relaxed, informal talk
3. The team then proceeds into the questions with each team member asking a question in turn. Questions are to be asked exactly as stated. If the Candidate does not cite the necessary number of answers, ask if he/she can possibly think of more. If the Candidate wishes to think about a question, proceed on the next question and then return at the end of the interview to the uncompleted question.
4. Questions must be asked in all 15 competency areas. One team member should tape the interview.

PROCEDURES FOR SCORING:

1. All items have a one point value and should be scored accordingly:

   --On subjective responses, each team member must use his/her professional expertise in the field to ascertain correctness of an answer;

   --On objective responses, the Candidate must give all the answers required in order to meet the one point score for that item. If part of the answer is incorrect or omitted, then no score will be received for that item. The Answer Sheet should be used with objective answers.

2. When the Candidate has completed the Oral Interview and answered all questions to the best of his/her ability, the interview will be completed. Following the interview, the team should review each answer, coming up with a consensus score for each item. This score should then be marked on the Summary Score Sheet and brought to the Final Assessment Meeting.

ORAL INTERVIEW

GENERAL QUESTIONS:

1. Why did you select the child care profession as your field of work?

2. How long have you been involved in working with young children?

3. Does the facility you are presently working in reflect your own philosophy in working with young children?

4. Have you submitted a Waiver Form for any competency areas or specific performance standards due to your own personal philosophy or the philosophy of the facility?

COMPETENCY AREA QUESTIONS:

1.2.1 PHYSICAL ENVIRONMENT - Name the various functional areas in your room and explain why they are there. (Names at least three) _____

1.3.4 PHYSICAL ENVIRONMENT - (three items are selected from among the materials in the room) Why is each of these materials used with the children in your group? How do the children use each of them? _____

2.2.1 RELATIONS WITH CHILDREN - Give two reasons why it is necessary for caregivers to interact frequently with each child. _____

3.1.2 CLASSROOM MANAGEMENT - Give two reasons why children need a regular, consistent schedule. _____

4.1.5 PROGRAM PLANNING, OBSERVATION SKILLS - Do you have a curriculum theme which you are focusing on this week or month? If so, how are you implementing your theme (Give four different ways.) _____

4.2.2 PROGRAM PLANNING, OBSERVATION SKILLS - Why is observation of the children in the facility important? (Give three reasons) How do you make evaluations of the children in the major developmental areas? (physical, social, intellectual, etc.) _____

5.1.5 CHILD DEVELOPMENT - Name two skills which a child should be able to do at the age of three in the gross motor area. _____

5.3.2 CHILD DEVELOPMENT - What behaviors or physical traits would alert you to the fact that a child within your group might be in need of special help. (Gives at least four) _____

5.3.3 CHILD DEVELOPMENT - How is a child with special needs incorporated into your program? (Names two ways) _____

6.1.3 HEALTH AND NUTRITION - What are your facility's procedures for handling a sick child? _____

6.1.4 HEALTH AND NUTRITION - What are some of the early symptoms of illness which young children exhibit? (Names four symptoms) _____

ORAL INTERVIEW (Continued)

6.3.3 HEALTH AND NUTRITION - How do you attempt to instruct or inform your children about the need for good foods? (Names two ways) _____

7.1.7 SAFETY - What are the procedures which you need to follow in this facility in case of a fire drill?

7.1.8 SAFETY - What are the procedures which you need to follow in this facility in case of an accident? _____

8.1.9 SPONTANEOUS PLAY - Name materials and equipment which should be available to the children during a free play period and explain why it is important to have such materials (Names at least three) _____

8.1.10 SPONTANEOUS PLAY - Can you name some situations which occur in the child care environment which signal a need for restructuring? (Name at least two)

9.3.2 PHYSICAL DEVELOPMENT - Explain the sequence of children's gross motor development from birth to six years. (name five in order) _____

9.3.3 PHYSICAL DEVELOPMENT - How do you implement fine motor development within your program? (Names at least four activities or materials) _____

10.1.3 EMOTIONAL/SOCIAL DEVELOPMENT - How have you attempted to bring in the different children's home culture or ethnic background into your program? (Names at least two ways) _____

10.4.3 EMOTIONAL/SOCIAL DEVELOPMENT - State your own personal philosophy of guidance and discipline. _____

11.2.5 LANGUAGE DEVELOPMENT - What is an effective language model? Why is it important that a teacher provide a good language model to young children? (Gives two reasons) _____

12.2.2 INTELLECTUAL DEVELOPMENT - Name two activities or experiences which would promote sensory development and tell how they would do this. _____

13.1.7 CREATIVE ARTS DEVELOPMENT - Tell a story, sing a song, or do a fingerplay appropriate for the children in your group. (Uses colorful intonation and gestures) _____

13.1.8 CREATIVE ARTS DEVELOPMENT - Name some art projects which are appropriate for the children in your group. (Names at least three) _____

14.1.3 RELATIONS WITH ADULTS - Can you explain how communication is maintained with the parents to keep them posted on their child's progress? (Names two ways) _____

14.1.4 RELATIONS WITH ADULTS - Have you utilized any of the parents' suggestions or ideas into your program? How? (Names two ways) _____

14.2.4 RELATIONS WITH ADULTS - Why is it important to keep other staff members informed of activities or plans which might affect the group or the entire facility? (Give two reasons) _____

15.1.5 PERSONAL CHARACTERISTICS - What do you feel are important characteristics needed by caregivers working with young children? Why? (Name three characteristics) _____

TOTAL SCORE __________

ORAL INTERVIEW

ANSWERS:

1.2.1 Candidate is able to explain the various functional areas set up in the classroom and how they are used (e.g., dramatic play area, etc.)

1.3.4 Note if Candidate really understands why she is using certain materials. What type of development is the material facilitating,fine motor, gross motor, visual perception, etc.

2.2.1
1. Provides children with a frequent language model
2. Helps children build a sense of trust in adults (Other appropriate answers will suffice)

3.1.2
1. Allows children to understand their environment and thus trust it and the adults in it
2. Helps children to feel in control of a situation when they know what is coming next; this aids in the development of self-worth and self-concept

4.1.5 Note if curriculum theme is carried out through the use of:

1. Art projects
2. Library books
3. Bulletin boards, pictures, etc.
4. Field trips, films, etc.

4.2.2
1. Helps to note the individual child's weaknesses and strengths
2. Helps to note if a child is delayed in a developmental area
3. Helps to explain child's overall behavior (e.g., May notice a child who is continually whiney is never able to get into activities or play well with the other children)

5.1.5 Three years: Ride a tricycle, climb a small slide or jungle gym, hop on two feet, run well, etc.

5.3.2
1. Unusual gait (walk)
2. Frequent stumbling
3. Stammering
4. Rubbing eyes frequently
5. Intelligibility of speech poor (at four years)
6. Inability to do puzzles, lotto, matching games, etc. (visual discrimination problems)

5.3.3 Some individualized activities should be included. If there are no such children in the Candidate's class, ask how he/she would handle such a child.

6.1.3 If Candidate knows the procedures, he/she will have no trouble answering this question.

6.1.4
1. Fever
2. Red eyes
3. Red eyes
4. Pale coloring
5. Vomiting
6. Head ache, etc.

6.3.3
1. Through discussion during snacks or meals
2. Through a curriculum unit on food/nutrition

7.1.7 If the Candidate knows the procedures, he/she will have no trouble answering this question.

ORAL INTERVIEW

ANSWERS: (Continued)

7.1.8 If the Candidate knows the procedures, he/she will have no trouble answering this question.

8.1.9
1. Dramatic play materials - release emotional tensions
2. Art Materials - promotes creativity and also aids in releasing tensions
3. Blocks - allows child to manipulate, build, explore, create
(Other appropriate answers will suffice)

8.1.10
1. Child is starting to walk in front of a swing
2. Three children are proceeding to run faster and faster around the room

9.3.2
1. Lifting head
2. Sitting up
3. Crawling on stomach
4. Creeping on all fours
5. Crusing along furniture
6. Toddling unaided
7. Running
8. Hopping on two feet
9. Hopping on one foot
10. Skipping

9.3.3
1. Use of puzzles
2. Use of manipulative toys
3. Use of small blocks
4. Use of paints, crayons, chalk, clay, etc.
(Any materials or activities which facilitate the development of the small muscles would be appropriate.)

10.1.3
1. Use of records
2. Use of bi-lingual teachers
3. Use of books about other cultures
4. Use of ethnic dolls, etc.
(Other appropriate answers will suffice)

11.2.5 An effective language model for children is speech which utilizes short, concise, precisely phrased sentences.
1. Children often imitate or emulate teacher's language
2. Aids in growth of vocabulary
3. Aids in proper sentence structure (syntax development)

12.2.2
1. Cooking activities - enrich development of taste, smell, feel
2. Sandpaper letters or shapes - promote intellectual growth through sense of feel (tactile area)
(Any other appropriate answers will do.)

13.1.7 Note intonation and facial expressions. Any items done without undue stammering should pass.

13.1.8 Depends on ages of children. no projects should be the highly structured, "copy the model" kind.

14.1.3 Use of conferences, notes, phone calls, etc.

ORAL INTERVIEW

ANSWERS: (Continued)

14.1.4 If no parents' suggestions or ideas have been used, give no score.

14.2.4 1. Keeps staff communication and relations running more smoothly
2. All classes might want to participate in the experience, etc.

15.1.5 Most answers will suffice if well justified. Some may be:

1. Warmth, love, gentleness, etc.
2. Respect for children, liking of children
3. Flexibility
4. Patience
5. Physical energy
6. Creativeness, resourcefulness, etc.

FINAL ASSESSMENT MEETING

1. All members of the team will be present for the final evaluation, each bringing his/her own data.

2. As a group, the team will review each competency area and decide upon a Final Score. This score will be derived from: (each performance standard needs to be observed by at least one member of the team to be scored.)

   a. A team consensus score based on the observations

   b. Competency score taken from the Written Exam

   c. Competency score taken from the Oral Interview

3. The above scores will all be tallied on the Summary Score Sheet.

4. The Final Score in each competency area will be taken from the Summary Score Sheet and plotted on a Competency Profile.

5. Successful completion of the assessment will be accomplished by scoring at/or above the established mastery level of seven points (out of a possible 10 points) in at least twelve areas for the Caregiver, and in at least 13 areas for the Caregiver/Director. In addition, no scores can fall below four in any competency area.

6. A copy of the Competency Profile and Summary Score Sheet will be mailed to the Candidate. Another copy of each will be kept in the Candidate's file.

(Sample for Caregiver)

SUMMARY SCORE SHEET

		TEAM M.#1	TEAM M.#2	TEAM M.#3	SCORE	ORAL INT.	WRIT. EXAM	FINAL SCORE
1.0.0	PHYSICAL ENVIRONMENT	7	6	7	7	2	0	9
2.0.0	RELATIONS WITH CHILDREN	6	6	5	6	1	0	7
3.0.0	CLASSROOM MANAGEMENT SKILLS	6	6	6	6	1	1	8
4.0.0	PROGRAM PLANNING, ETC.	5	4	4	5	2	0	7
5.0.0	CHILD DEVELOPMENT	3	3	3	3	2	2	7
6.0.0	HEALTH AND NUTRITION	5	6	5	6	2	1	9
7.0.0	SAFETY	6	5	4	6	2	1	9
8.0.0	SPONTANEOUS PLAY	5	5	4	5	1	1	7
9.0.0	PHYSICAL DEVELOPMENT	7	7	7	7	2	0	9
10.0.0	EMOTIONAL AND SOCIAL DEVELOPMENT	7	7	5	7	1	0	8
11.00	LANGUAGE DEVELOPMENT	7	6	7	7	1	1	9
12.0.0	INTELLECTUAL DEVELOPMENT	5	5	4	5	1	1	7
13.0.0	CREATIVE	5	6	6	6	1	1	8
14.0.0	RELATIONS WITH ADULTS	3	3	2	3	2	2	7
15.0.0	PERSONAL CHARACTERISTICS, ETC.	7	6	6	7	1	1	9

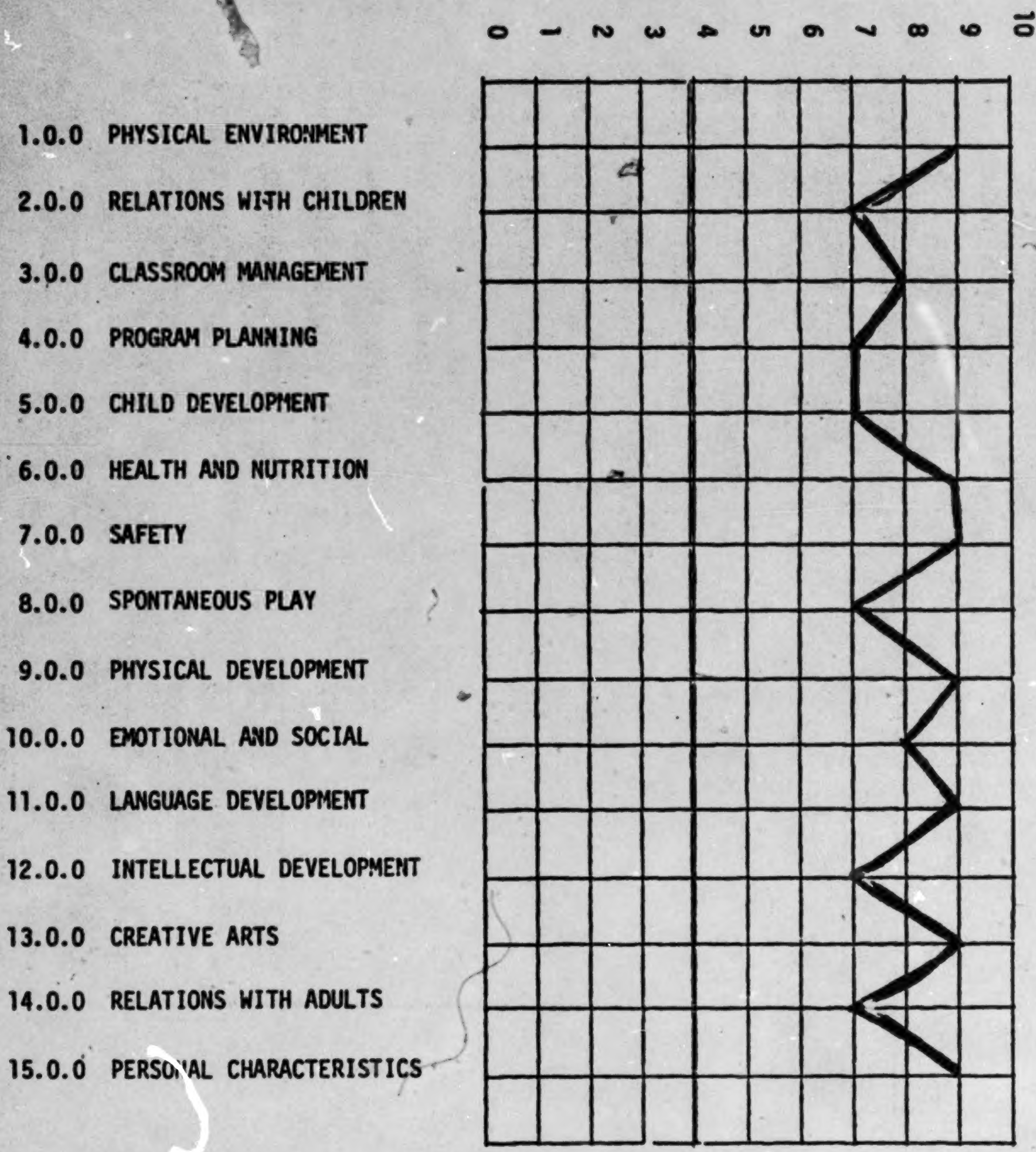
FINAL SCORES:

OBSERVATIONS	86
INTERVIEW	22
EXAM	13

FINAL SCORE 121

COMPETENCY PROFILE

(Sample for Caregiver)



TOTAL POSSIBLE POINTS

BASELINE

-121- FINAL SCORE

X SUCCESSFUL

____ NEEDS FURTHER TRAINING

(Sample for Caregiver

SUMMARY SCORE SHEET

		TEAM M.#1	TEAM M.#2	TEAM M.#3	SCORE	ORAL INT.	WRIT. EXAM	FINAL SCORE
1.0.0	PHYSICAL ENVIRONMENT	5	5	6	6	1	1	8
2.0.0	RELATIONS WITH CHILDREN	4	3	3	3	1	0	4
3.0.0	CLASSROOM MANAGEMENT SKILLS	2	3	3	3	0	0	3
4.0.0	PROGRAM PLANNING, ETC.	4	4	4	4	0	0	4
5.0.0	CHILD DEVELOPMENT	3	3	3	3	1	0	4
6.0.0	HEALTH AND NUTRITION	4	3	4	4	1	1	6
7.0.0	SAFETY	3	3	3	3	1	1	5
8.0.0	SPONTANEOUS PLAY	6	5	5	5	0	1	6
9.0.0	PHYSICAL DEVELOPMENT	7	7	7	7	0	1	8
10.0.0	EMOTIONAL AND SOCIAL DEVELOPMENT	5	5	4	5	0	1	6
11.00	LANGUAGE DEVELOPMENT	3	3	3	3	0	0	3
12.0.0	INTELLECTUAL DEVELOPMENT	3	3	2	3	1	0	4
13.0.0	CREATIVE	5	5	5	5	1	0	6
14.0.0	RELATIONS WITH ADULTS	4	4	3	4	1	2	7
15.0.0	PERSONAL CHARACTERISTICS, ETC.	4	5	4	4	1	1	6

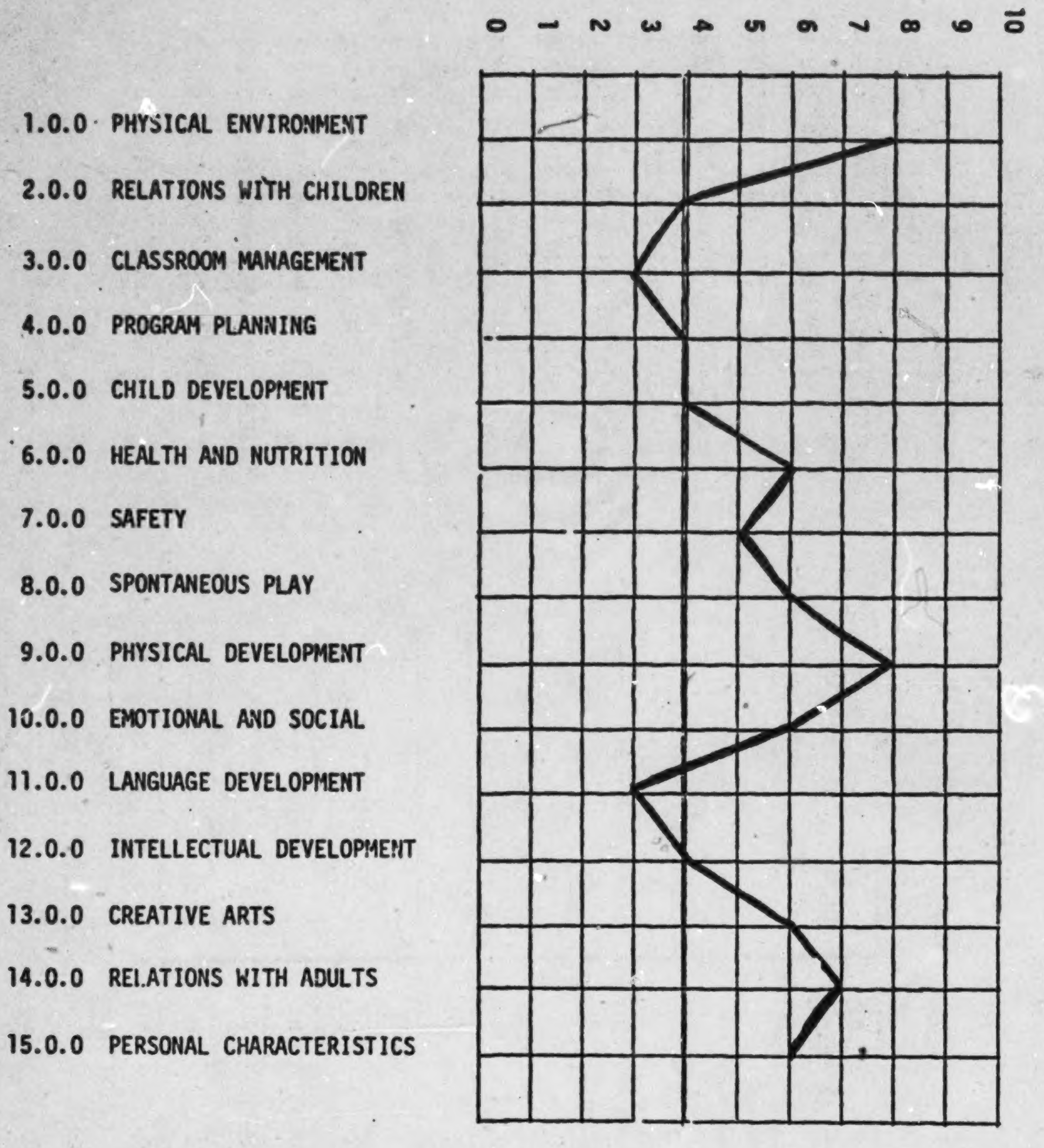
FINAL SCORES:

OBSERVATIONS 62
INTERVIEW 9
EXAM 9

FINAL SCORE 80

COMPETENCY PROFILE

(Sample for Caregiver)



80 FINAL SCORE

___ SUCCESSFUL

X NEEDS FURTHER TRAINING

GENERAL PROCEDURES FOR DIRECTOR ASSESSMENT

1. This assessment includes a Written Exam which must be taken first and scored at the 70% level before the rest of the assessment can begin. 60% of the Exam will be on licensing regulations; 40% on competency areas.

2. The three team members will tour the facility with the director at which time a Competency Checklist will be reviewed. The team members will be either observing or asking the director various items from the checklist. At the end of the tour, the team members will sit down with the director and go over any areas which were not covered sufficiently during the tour.

3. The director will also be asked to explain the facility's philosophy with regard to the care and education of the children, with regard to program goals, and with regard to the facility's in-service training program.

4. If the director feels any of the performance standards included in the Competency Checklist are against her personal philosophy regarding the care and education of young children, then he/she will submit a Waiver Form citing the specifics which must be considered by the team members when making their observations.

PROCEDURES FOR THE WRITTEN EXAM

1. General administration procedures are the same as those cited for the caregiver on Page three in this manual.

2. Each item will have a designated point value marked at the top of the page. The total number of points should be added together and the sum put in the blank designated TOTAL SCORE.

3. There will be 100 possible points on the exam. (60 points on licensing regulations; 40 points on competency areas) A score of 70 or better will be passing. All Candidates who receive a score below 70 will require a re-examination if they wish to complete the assessment.

FACILITY TOUR AND COMPETENCY CHECKLIST

1. Each team member will have a copy of the Competency Checklist. Items from the checklist will be asked by team members in turn. Items to be observed will be checked during the tour of the facility.

2. The team members should make every attempt to put the Candidate at ease upon arrival and during the tour of the facility. Questions should be asked in a low voice so that classes are not disturbed. Interaction with other caregivers and the children should be kept to the minimum.

(SAMPLE)

WRITTEN EXAM FOR THE DIRECTOR
(Each item is worth two points)

PART I: COMPLETE BY AREAS (40%)

1.4.2 PHYSICAL ENVIRONMENT - List those materials which have been incorporated into programs within your facility which have cost little or no money (List four) ____

2.2.1 RELATIONS WITH CHILDREN - Cite two reasons why it is necessary for a caregiver to frequently interact with each child ____

3.3.1 CLASSROOM MANAGEMENT - Cite four events which should take place to "Set the stage" for a good naptime ____

4.1.4 PROGRAM PLANNING - Write up four long term curriculum goals in the area of social development which most four year old children should meet after one year in the facility's program. ____

WRITTEN EXAM FOR THE DIRECTOR (Continued)

5.1.1 CHILD DEVELOPMENT - Select the proper sequence of developing motor skills from the list below (List one through five)

___Standing upright
___Holding head up
___Pulling wheel toy
___Skipping
___Hopping on two feet ___

5.1.2 CHILD DEVELOPMENT - Select the proper sequence of developing language skills for children from three months through six years from the list below. (List one through five)

___Babbles and coos
___Language is essentially intelligible but certain sounds are still incorrectly pronounced
___Uses first word
___Uses two-word sentences (Go bye-bye, etc.)
___Language is intelligible with 90 - 100% of sounds now correctly made ___

5.1.3 CHILD DEVELOPMENT - Selects the proper sequence of developing social skills for children from one year through six years from the list below.

___Is beginning to play with others
___Plays along side rather than with others
___Is able to reason with peers and adults
___Plays alone, unconcerned about the presence of anyone else
___Loves to show off or be the leader ___

6.3.4 HEALTH AND NUTRITION - List four of the basic nutrients which children should receive daily and give a food example of each ___

7.2.1 SAFETY - List four caustic or poisonous materials which are often found in child care facilities ___

WRITTEN EXAM FOR THE DIRECTOR (Continued)

8.1.6 SPONTANEOUS PLAY - Define the term"open question" and give an example of such a question ____

9.3.1 PHYSICAL DEVELOPMENT - Define the terms "gross motor" and "fine motor" and give examples of such activities within the child care program ____

10.4.2 EMOTIONAL/SOCIAL DEVELOPMENT - Name two disciplinary measures which are consistent with supportive positive development ____

10.1.0 EMOTIONAL/SOCIAL DEVELOPMENT - List four different ways in which the development of self concept for young children can be promoted within the child care facility ____

11.1.1 LANGUAGE DEVELOPMENT - Define the term "listening model" ____

11.2.2 LANGUAGE DEVELOPMENT - Define the term "language model" and give an example ____

12.3.2 INTELLECTUAL DEVELOPMENT - List two science activities which would foster further investigation among young children ____

13.1.2 CREATIVE ARTS - Select the most appropriate answer with regard to developing children's artistic abilities (Check one answer)

_____a) Caregiver makes a paper turkey which children are to copy

_____b) Caregiver provides a coloring book page of a turkey which children are to fill in

_____c) Caregiver provides varied collage materials and suggests children might want to make a turkey ____

14.1.5 RELATIONS WITH ADULTS - Select the most appropriate answer.

What would you do if a mother told you in confidence during a parent conference that she was planning to divorce

____a) Tell the child.

____b) Tell the other staff members in the class but caution them to keep the information to themselves.

____c) Tell the other parents but caution them about spreading the information

____d) Tell your spouse. ____

14.2.5 RELATIONS WITH ADULTS - List four ways of improving overall staff relations. ____

15.5.2 PROFESSIONAL GROWTH - How have you personally continued to grow in your professional field? List four ways ____

TOTAL SCORE ____________

(Sample)

PART II: LICENSING REGULATIONS (Each question is worth 3 points)

16.1.1 Situation: You are notified of a law suit initiated against your facility by a parent whose child was injured in the facility. The suit alleges that the child was injured while partaking in a program not approved by the parent; that the child was physically incapable of partaking in the program; that the facility was negligent.

The "program" involved was a new daily series of gymnastics and dancing skills geared to the normal developmental capabilities of the children

Your lawyer will be out of town for two weeks. Are you required to: (Circle one or more)

a. Notify other parents of the law suit

b. Notify and ask permission of the other parents for the new program

c. Discontinue the new program

d. Notify the licensing entity immediately

e. Take no action until you have discussed the matter with your lawyer

16.1.2 What information are you required to have on every child in your facility?

16.1.3 Situation: You do not provide transportation for children to and from your facility; however, you and your staff have enough vehicles with sufficient space to take the children on short, spontaneous excursions. Are you required to: (Circle one or more)

a. Call each parent to obtain permission

b. Ask the staff if they are willing to accept responsibility for the children in their car

c. None of the above

16.2.1 Situation: Mrs. Doe informs you that her three year old son is fully toilet trained but that he has been "wetting his pants to get attention." She suggests that you punish him each time this happens.

What would be the best action to benefit the child:
(Circle one or more)

a. Refuse to admit the child

b. Punish the child in accordance with the mother's wishes

c. Work with the child by giving him praise each time he uses the bathroom

d. Suggest positive alternatives to the mother and ask for permission to use those alternatives.

16.2.2 Select the appropriate program requirements:
(One or more)

a. If a facility services "drop in" children, the program must allow for the needs of these children

b. A child care facility offering night care need not provide program modifications for the special needs of children during the night

c. Facilities serving children up to 36 months of age are required to take those children out of doors or to other areas within the facility for a part of each day

d. A daily schedule must be established for each group of children in care

16.3.1 Please write a brief resume of your education and/or experience in child care

16.3.2 "All child care facility directors must be of majority age and have the skills and ability to.....(Cite the four skills and abilities required)

16.4.1 If you hire a caregiver under age 18 years, what personal requirements are made of caregiver? (Cite four)

16.4.2 Which of the following statements are correct: (Circle one or more)

a. In facilities offering night care to five or more children, "night shifts" have less stringent staff/child ratios

b. Staff/child ratios are determined solely on the basis of the type of facility and the fire and safety requirements

c. If a facility exceeds their licensed capacity to offer before and after school care, they must hire an additional caregiver.

d. All of the above

16.5.1 Cite the requirements for the child's health record upon admission

16.5.2 Situation: During the day, you notice that Susan has become very quiet, is "flushed" in the face, and has a slight rash on her arms. You should:
(Circle one or more)

a. First remove Susan from the facility and take her to a doctor

b. Take Susan's temperature

c. Take Susan to a separate room, isolated from other children

d. Assign a staff person to remain with Susan

c. Contact Susan's parents and/or doctor for further instructions.

16.5.3 Which of the following are appropriate statements for feeding and nutrition requirements:
(Circle one or more)

a. Bag lunches are not allowed

b. The child's eating habits and food preferences at home need not be considered

c. Each child shall be assured meals and snacks sufficient enough to supplement the food served at home (to meet nutritional needs).

16.5.4 If most of your children are in care for eight hours or more, which menu would be preferable: (Circle one)

a. Snacks: Cookies and milk
Lunch: Macaroni and cheese hot dish; bread and butter; apple pieces; kool-aid

b. Snacks: A.M. - Crackers with cheesespread and milk; P.M. - raisins and kool-aid
Lunch: Spaghetti with meat sauce; bread and butter; mixed vegetables; fortified fruit drink

c. Snacks: Crackers with peanut-butter; milk
Lunch: Spaghetti with meat sauce; fruit cup; bread and butter; orange drink

16.5.5 Susan has a rash which is uncomfortable, but non-contagious, according to her father. The father brings along a lotion to apply. You should: (Circle one or more)

a. Require instructions and a written statement from the physician that the rash is non-contagious

b. If the child and father are known to you, require written instructions and a statement from the father; isolate the child and contact the physician for verification

c. Label the lotion with the child's name and keep it with her belongings.

d. Tell all staff members of Susan's problem and remind them to apply the lotion at the specified times of day

16.6.1 Situation: During a health inspection, the inspector makes note that your smoke detectors are inappropriately placed. You should: (Circle one or more)

a. Disregard the statement since it came from a health official.

b. Ask for a copy of the inspector's report

c. Have the detectors re-positioned in accordance with the inspector's instructions

d. Request a new fire inspection and written report

16.6.2 The facility owner has installed disposable drinking cup dispensers throughout the facility. You are finding used cups everywhere except the trash containers. You should: (Circle one or more)

a. Institute a training program for the children where the cups are used during break periods only and disposed of properly

b. Institute a training program for the children where they will "police" each other

c. Supervise and train the children on the importance of cleanliness

d. None of the above

16.7.1 Evidence that the staff are free from health problems which would have a harmful effect on the children or would interfere with the program, must be maintained at the facility. (Cite the specific evidence that is required)

16.8.1 Select appropriate statements regarding life-safety requirements:

a. Handrails are required for three or more stairs on any one flight of stairs

b. Every closet door latch shall be such that children can open the door from inside the closet

c. Portable heaters are allowed if separated by wire screens or partitians

d. Basement areas are allowed for play areas under certain circumstances

16.9.1 Circle appropriate methods for maintaining a safe environment (One or more)

a. Use candles only for educational purposes, with close adult control and supervision

b. Keep outside refrigerators and freezers locked

c. Provide stairs, walkways, ramps, and porches with non-skid surfacing

d. Check for lead content of paint when re-decorating

16.10.1 Please refer to the example given in 16.6.1. If the health and fire inspection reports are conflicting, would your licensing entity have any responsibility for resolving the problem?

YES__________
NO_________

TOTAL SCORE________________________

WRITTEN EXAM FOR THE DIRECTORS

ANSWERS:

1.4.2 Meat trays, orange juice containers, milk cartons, wooden crate, card board box, old tires, tree stumps, sand, etc.

2.2.1 --Provides children with a frequent language model
--Helps children build a sense of trust in adults, etc.
(Other appropriate answers will suffice)

3.3.1
1. Have a quiet activity before naptime (i.e., story, quiet music)
2. Make sure all children have toileted
3. Lights should be turned off or low
4. Curtains should be drawn
5. Soft music may be used

(Other appropriate answers will suffice)

4.1.4
1. Ability to take turns
2. Ability to share toys and materials
3. Ability to play with children in groups
4. Ability to work cooperatively on a project
5. Ability to communicate will with adults

(Other appropriate answers will suffice)

5.1.1 The proper sequence is: 2,1,3,5,4

5.1.2 The proper sequence is: 1,4,2,3,5

5.1.3 The proper sequence is: 3,2,5,1,4

6.3.4
1. Proteins - meat
2. Carbohydrates - Bread, crackers
3. Fats - butter
4. Vitamins - Orange juice, milk etc.

(Other appropriate answers will suffice)

7.2.1
1. Scouring agents
2. Ammonia
3. Diswashing detergent
4. Some glues
5. Show dyes, etc
6. Matches

8.1.4 "Open question" - those questions which are asked in a manner that requires more than a "yes" or "no" answer...which requires some active thinking on the part of the answerer (Example: Why do you think birds fly south in the winter?)

9.3.1 Gross motor - Relates to skills which involve large body movements utilizing the arms, legs, torso, etc. (e.g., Climbing jungle gym)
Fine motor - Relates to skills which involve small body movements and the use of the small muscles of the hand and fingers, foot and toes, etc. (e.g., drawing with crayons)

10.4.2
1. Using a time out approach (taking the child out of the specific environment for a few minutes time)
2. Restricting the use of activity or material for a period of time

ANSWERS: (Continued)

10.1.0
1. Use of a private container for each child's belongings
2. Use of a photo of the child in the container or in other places around the classroom
3. Frequent personal comment to each child
4. Special time for each child to talk or show something of his/her own

(Other appropriate answers will suffice)

11.1.1 "Listening model" - A person who provides an example by carefully and attentively listening and then responding appropriately if necessary.

11.2.2 "Language model" - A person who provides an example by using speech appropriate to the age and language abilities of the listeners (e.g., For the young child - It is time to clean up.)

12.3.2
1. Use of baloons to talk about air
2. Use of seeds to talk about growth, etc.

(Other appropriate answers will suffice)

13.1.2 c.

14.1.5 b.

14.2.5
1. Maintaining friendly, cooperative attitude
2. Sharing own ideas
3. Respecting and using the ideas and suggestions of others
4. Having regular staff meetings

(Other appropriate answers will suffice)

15.5.2
1. Through in-service training programs
2. Through subscription to a magazine related to early childhood education
3. Through membership in NAEYC or DCCDCA, etc.
4. Through the use of library books

(Other appropriate answers will suffice)

DIRECTOR TEST ANSWERS - LICENSING REGULATIONS

16.1.1 b. (Reference: 3.3)
d. (Reference: 2.11.1)

16.1.2 Information required on every child
(Reference (3.5.1) Child's full name, birthdate, current address, and his preferred name(s)

(3.5.2) Name and address of parent(s) or person(s) legally responsible for child

(3.5.3) Telephone numbers or instructions on how parent(s) or legal guardian(s) may be reached during hours child is in the facility

(3.5.4) Name, address, and telephone number of person(s) who can assume responsibility for child if parent(s) or guardian(s) cannot be reached immediately in an emergency

(3.5.5) Name and address of person(s) authorized to take child from the facility

(3.5.6) Signed permission to seek emergency treatment

**optional (3.8.5) Written permission for transportation

(8.1.1) Written statement from a physician, health agency, or other service (health) on child's special health needs and child's ability to participate in program (Renewed annually)

(8.2) Evidence of immunization appropriate to the child's age

16.1.3 c. (References 3.8; 3.8.5; 3.8.7; 3.8.9)

16.2.1 *optional c. (Reference 4.1.4; 4.2.4)
d. (Reference 4.1.4; 4.2.4; 4.10; 5.2.5)

16.2.2 a. (Reference 4.9)
c. (Reference 4.7; 4.7.2)
d. (Reference 4.3)

16.3.1 (Copy of personnel application with up-dates must be provided with test) Test case just asks for resume on test itself.

Licensing Regulations Answers Continued

16.3.2 Skills and ability to: (References 5.2. through 5.2.5)

1. Provide program and facility which meets minimum licensing requirements

2. Maintain adequate enrollment, attendance, and related records

3. Accept responsibility for staff, volunteers, and others who provide service

4. Cooperate with licensing and other agencies in all reasonable efforts to improve quality of care and competence of caregivers

5. Inform parents and other parties about goals, policies, and content of child care programs of the facility

16.4.1 Personal requirements of caregiver under age 18: (References 6.2 through 6.4)

**optional 1. Must be at least 16 years of age

2. Able to read and write

3. Emotionally and physically qualified to carry out a program emphasizing child development

4. Currently enrolled (or has completed) a credited course in child care/development

**optional 5. Employed only in nonsupervisory

**optional 6. Not make up the majority of staff on duty

16.4.2 c. (Reference 7.5)

16.5.1 Requirements for child's health record (References 8.1.1 through 8.2 and 8.8)

1. Written statement from physician, health agency, or health service that child is in good health; known conditions are being treated; child is able to participate

**optional 2. Results of vision and hearing screening within prior six months

3. Immunization records

**optional 4. Special needs relating to health

16.5.2 b. (References 8.3; 8.3.1)

c. (References 18.11)

d. (References 18.11)

e. (References 18.11)

Licensing Regulations Answers Continued

16.5.3 c. (Reference 8.14)

16.5.4 b. (Other menus lack vegetables, sufficient balance of vitamins)

16.5.5 a. (Reference 8.12.1)

b. (Reference 8.13)

16.6.1 b. (Reference 9.2)
d. (Reference 11.6.1) *

16.6.2 c. (Reference 8.21.1, 4.1.4)

16.7.1 Evidence that staff are free from health problems:

pre-employment physical or certificate of a three year health record from a physician and a skin test or chest X-ray for T.B. thereafter - Annual skin test or chest X-ray. (Reference Article 10)

16.8.1 a. (Reference 11.10)

b. (Reference 11.12)

d. (Reference 11.7.2)

16.9.1 a. (Reference 12.3.6)

b. (Reference 12.3.20)

c. (Reference 12.3.2)

d. (Reference 12.3.5)

16.10.1 Answer is "yes" (Reference Article 13)

Note: * - May be used as single answer

** - May substitute for one of the other answers

DIRECTOR'S COMPETENCY CHECKLIST

The following competencies will be either observed or asked of a director of a facility. The competencies have been drawn from the fifteen competency areas defined in MANUAL 1: CAREGIVER CREDENTIAL PROCEDURES

		YES	NO
1.2.0	Candidate demonstrates an understanding of the purpose of the overall physical arrangement		
1.2.1	Is able to explain why the classrooms have been divided into certain functional areas	____	____
1.3.0	Candidate supplies materials and equipment which are relevant to the needs of the children within the facility		
1.3.1	Provides materials which are age appropriate stimulating, and sturdily constructed	____	____
1.3.2	Provides materials in sufficient quantity to keep all children actively involved during work periods and periods of free play	____	____
1.3.3	Arranges materials and equipment so that they are easily accessible to the children		
2.1.0	Candidate demonstrates knowledge of the importance of respecting each child as a unique, worthwhile being		
2.1.1	Converses with and listens to each child with respect	____	____
2.1.2	Allows each child to complete what the child is saying before answering	____	____
2.1.3	Bends or stoops down to converse with each child on the child's own level	____	____
2.2.0	Candidate demonstrates knowledge of the importance of interacting frequently with each child		
2.2.1	Interacts frequently with the children in the facility	____	____
2.3.0	Candidate demonstrates an understanding of the importance of providing a warm, accepting emotional climate		
2.3.1	Expresses warmth and positive behaviors such as frequent smiles, embraces, physical contact	____	____
2.3.2	Uses a pleasant, friendly, natural voice	____	____
2.3.3	Provides frequent praise and encouragement for each child	____	____

COMPETENCY CHECKLIST (Continued)

		YES	NO
3.1.0	Candidate demonstrates an understanding of the importance of consistency and regularity for young children		
3.1.2	Is able to cite reasons why a child needs a regular schedule		
3.2.0	Candidate demonstrates an ability to smoothly handle the daily routine activities of the facility		
3.2.1	Greets each child on arrival with a smile and a positive response		
3.2.7	Attempts to see that each child receives a personal parting on leaving		
4.1.0	Candidate demonstrates ability to plan activities for young children		
4.1.3	Schedules daily activities so there is a balance between indoor and outdoor activities		
5.3.0	Candidate demonstrates an awareness of the needs of those children who have special problems or talents		
5.3.2	Is able to cite the behaviors or physical traits which might indicate a child with special needs		
5.3.3	Is able to explain how a child with special problems is incorporated into the facility		
6.1.0	Candidate demonstrates a basic knowledge of the need to provide and maintain a clean and healthy environment		
6.1.1	Provides an overall environment which is clean and orderly		
6.1.2	Makes certain all eating areas and bathroom areas are kept clean and are sufficiently stocked with essentials (soap, tissues, paper towel, toilet paper, etc.)		
6.1.3	Is able to cite facility procedures for handling a sick child		
6.1.4	Is able to name some of the early symptoms of illness which young children exhibit		

COMPETENCY CHECKLIST (Continued)

7.1.0 Candidate demonstrates an understanding of the need to provide a safe environment by taking precautions to avoid or reduce accidents

- 7.1.1 Makes sure all exits are labeled and free of obstacles ____ ____
- 7.1.2 Keeps the physical environment free of hazardous conditions ____ ____
- 7.1.3 Keeps all toys and learning materials free of peeling paint and broken or hazardous parts ____ ____
- 7.1.7 Is able to cite facility procedures for a fire drill ____ ____
- 7.1.8 Is able to cite facility procedures used in case of an accident ____ ____

7.2.0 Candidate demonstrates a knowledge of the hazardous materials which are frequently found in a child care facility

- 7.2.1 Is able to cite materials or toys which are potentially dangerous and can explain why ____ ____

8.1.0 Candidate demonstrates an understanding of the value of spontaneous play as an essential ingredient in the overall development of young children ____ ____

- 8.1.1 Provides time in both morning and afternoon sessions when children are allowed to play freely, selecting at will from those activities and materials available ____ ____
- 8.1.2 Provides equipment and materials during spontaneous play which allows each child to explore, manipulate, or create freely by himself or with others ____ ____
- 8.1.9 Is able to name activities, materials and equipment which have been made available to the children during free play and can explain why such materials were made available ____ ____

9.1.0 Candidate demonstrates an awareness of critical importance of gross motor/large muscles experiences for young children

- 9.1.1 Provides a significant segment of time in which the children can utilize large muscle apparatus (e.g., jungle gyms, swings, trikes, etc.) ____ ____

COMPETENCY CHECKLIST (Continued)

YES NO

9.2.0 Candidate demonstrates an awareness of the importance of fine motor/small muscle experiences for young children

9.2.1 Provides materials and equipment which promote fine motor development ____ ____

9.2.2 Keeps all fine motor materials in good order ____ ____

9.3.0 Candidate demonstrates an overall understanding of what gross motor and fine motor activities include and why they are important

9.3.3 Is able to cite how fine motor and gross motor activities are implemented into the various programs of the facility ____ ____

10.1.0 Candidate demonstrates an understanding of the importance of each chi[illegible]uilding a strong, positive self-concept

10.1.1 Makes frequent personal comment to the children (e.g., personal greeting, comment about child's clothes, praise over an item made, etc.) ____ ____

10.1.2 Provides a private place at the child's level for each child to put his personal belongings (e.g., cubbies, boxes, shelves, plastic containers, etc.) ____ ____

10.2.0 Candidate demonstrates an understanding of the value of each child developing a strong sense of self reliance

10.2.1 Provides the equipment and materials necessary to maximize the child's self help skills (e.g., provides coat hangers at children's level, sinks at children's level, etc.) ____ ____

10.3.0 Candidate demonstrates an ability to contribute to the overall social growth of young children

10.3.1 Explains what type of behavior is necessary on the part of the adults to promote positive social growth ____ ____

10.3.2 Provides equipment and materials which allow children a means to release their pent-up emotions ____ ____

COMPETENCY CHECKLIST (Continued)

		YES	NO
10.4.0	Candidate demonstrates understanding of the need to establish and maintain rules and appropriate disciplinary measures		
10.4.1	Sets up and maintains reasonable limits/rules which the children understand and accept	____	____
10.4.2	Utilizes disciplinary measures consistent with supportive, positive development	____	____
10.4.3	Explains own personal philosophy of guidance and discipline	____	____
11.1.0	Candidate demonstrates an awareness of the importance of developing listening skills in young children		
11.1.1	Provides a good listening model by allowing each child to complete what he is saying and then actively responding with an appropriate answer	____	____
11.2.0	Candidate demonstrates an ability to foster language development in young children		
11.2.1	Demonstrates recognition and acceptance of the child's level of language development, his native language, or his dialect	____	____
11.2.2	Provides a continuous language model for children by using precisely phrased, short simple sentences	____	____
11.2.3	Takes children's own words and uses them as a foundation upon which to model expanding language (e.g., takes child's sentence of, "More milk." and builds it into, "You want another glass of milk."	____	____
11.3.0	Candidate demonstrates an understanding of the importance of literature experiences as a source of enriching children's language experiences		
11.3.2	Provides a quiet library or reading area with books which are appropriately selected for the ages and interests of the children	____	____
12.2.0	Candidate demonstrates an understanding of the importance of sensory enrichment as a necessary foundation for all other intellectual development		
12.2.1	Provides a variety of sensory materials	____	____

COMPETENCY CHECKLIST (Continued)

YES NO

12.3.0 Candidate demonstrates an understanding of the importance of pre-math experiences for the overall development of reasoning and problem solving abilities

12.3.3 Provides various two and three dimensional materials which aid in the development of shape concepts _____ _____

12.3.4 Provides materials for classification and seriation (e.g., spindle boxes, sorting boxes) _____ _____

12.4.0 Candidate demonstrates an understanding that science is a vital part of a pre-school experience

12.4.1 Provides the material and space for scientific learning experiences to take place _____ _____

13.1.0 Candidate demonstrates an awareness of the need for young children to explore, experiment, and express their ideas through art, music, creative movement, and creative oral expressions

13.1.1 Provides art materials to be used on a daily basis by staff members _____ _____

13.1.3 Provides materials and equipment for music and rhythm experiences to take place (e.g., record player and records, musical instruments) _____ _____

14.1.0 Candidate demonstrates an understanding of the importance of establishing and maintaining a positive, productive relationship with the parents

14.1.1 Greets parents warmly and with respect _____ _____

14.1.2 Keeps the parents informed of the activities of the facility through a bulletin board, notes, phone calls, etc.

14.1.3 Is able to explain how the parents are kept informed of their children's progress _____ _____

14.1.4 Is able to relate how parents' help or suggestions have been elicited or incorporated into the programs of the facility _____ _____

COMPETENCY CHECKLIST (Continued)

		YES	NO
14.2.0	Candidate demonstrates an understanding of the importance of maintaining positive, cooperative relations among the staff of the facility		
14.2.1	Maintains a cheerful, open, cooperative manner in working with other staff members	____	____
14.2.2	Shows respect for other staff members	____	____
14.2.3	Exchanges ideas freely with other staff members	____	____
14.2.4	Is able to explain why it is important to keep all staff members informed about plans or activities which would effect the facility or different groups	____	____
15.1.0	Candidate demonstrates an overall healthy self-concept and good sense of self confidence		
15.1.1	Maintains self-control and an attitude of respect for others	____	____
15.1.2	Displays a healthy sense of humor	____	____
15.1.3	Is able to cite and justify the important personal characteristics needed by a competent caregiver	____	____
15.2.0	Candidate demonstrates an overall enjoyment of and liking for young children		
15.2.1	Actively smiles and openly relates to the children	____	____
15.2.2	Appears relaxed and happy in the work	____	____
15.3.0	Candidate demonstrates an understanding of the need for flexibility and patience when working with young children		
15.3.1	Shows flexibility in changing plans or activities	____	____
15.3.2	Displays patience when listening to and working with young children	____	____
15.4.0	Candidate possesses a sufficient amount of physical energy to keep up with the exacting pace of a child care facility	____	____

15.5.0 Candidate demonstrates an awareness and interest in keeping current with the new materials and methods being utilized in the field

15.5.1 Has participated in in-service training programs; carries on in-service training for the facility ____ ____

15.5.2 Cites personal efforts used to promote own professional growth; provides materials for staff to grow professionally (e.g., books, journals, magazines) ____ ____

TOTAL SCORE________________________

PROCEDURES FOR SCORING (DIRECTOR)

1. The Written Exam which must be taken in advance must be passed by a score of 70% or better. (70 points out of a possible 100 points)

2. Each item on the Competency Checklist will have a point value of one. There are 70 items on the checklist. A passing score will be 70% or better (49 points out of a possible 70). Items which are observed must be observed by at least two members of the team. Items which are asked must receive a consensus score with at least two of the three members agreeing that a positive score should be received.

3. All team members must attend a Final Assessment meeting at which time each item on the Competency Checklist will be reviewed. A consensus of two members must be had on each item to receive a score. Passage of the assessment will be based on a score of 70% or better.

4. Notification of passage or failure of the assessment will be mailed to the Candidate from the Child Care Services Division

GENERAL PROCEDURES FOR FACILITY ACCREDITATION

1. Any facility that desires Accreditation may apply. The process is entirely voluntary. A request for assessment should be made to the Child Care Services Division.

2. A two-member team from the Child Care Services Division will make the assessment which should last from two to three hours in duration

3. The director of the facility will be required to be credentialed. The director may apply for either the Director Assessment or the Director/Caregiver Assessment.

4. Thirty percent of the required staff as defined in the child/staff ratio requirements in the State Licensing Regulations will need to be credentialed.

5. At least one caregiver in a facility must meet the caregiver competencies as defined in MANUAL I: CAREGIVER CREDENTIAL PROCEDURES. In those facilities where the director is the one person meeting the thirty percent staff requirements, the director will be required to pass the Director/Caregiver Assessment.

6. There must be at least one credentialed caregiver in the facility at all times between the hours of 9:00 am and 6:00 pm. This is not required during the night time hours.

7. Facility must meet all licensing requirements as defined in the State Licensing Regulations.

8. Facility must pass a "Competency Checklist" based on requirements cited in the 15 competency areas. These are specifically related to the physical environment, equipment and materials.

9. Facility must provide a written statement of program philosophy and program goals to each parent upon enrollment of their child.

10. Facility must provide evidence in the form of a brief outline of an ongoing staff development program.

11. When all of the above requirements have been met, the facility will be awarded a "Certificate of Accreditation" and the facility can be duly advertised as "accredited."

12. A Certificate of Accreditation will be valid for two years from the date of issuance. Complaints received by the Division about an accredited facility will be justification for an investigation into the need for re-assessment.

FACILITY ACCREDITATION:

PROCEDURES

TOUR OF THE FACILITY AND THE USE OF THE COMPETENCY CHECKLIST

1. A team of two members will visit the facility and check the following:

   a) That all licensing regulations are being met

   b) That the director has received a credential

   c) That 30% of the staff (required by the State Licensing Regulations) have received a credential

   d) That at least one caregiver in the facility has met the Caregiver Competencies

   e) That at least one credentialed caregiver is on duty in the facility during the hours of 9:00 am and 6:00 pm.

   f) That the facility has a written statement of program philosophy and program goals that is given to each parent upon enrollment of their child

2. The team members will also check on items from the Competency Checklist which relate to standards for the physical environment, equipment and materials. The facility must meet all the items on the checklist to merit a recommendation for accreditation.

3. The team will also check with the director about ongoing staff development which the facility is providing. A brief outline of the staff development program will be required. It is realized that each facility's means of providing for overall staff development will vary according to the type of operation, the hours open, etc. (e.g., some facilities may have regular staff meetings while others may use a special resource teacher, or have individual meetings with the director, etc.)

4. When the team feels that all of the above standards are being met by a facility, they will recommend that the facility be accredited. A Certificate of Accreditation will be mailed to the facility from the Child Care Services Division.

FACILITY COMPETENCY CHECKLIST

1.3.0 Facility selects materials and equipment which are relevant to the needs of the children in the establishment

  1.3.1 Facility selects materials which are age-appropriate, stimulating, and sturdily constructed

  1.3.2 Facility provides materials in sufficient quantity to keep all children actively involved during periods of free play

5.2.1 Facility provides at least three defined areas which meet the specific developmental needs of the children in the establishment. These must be available to each group of children at different times during the day, (e.g., dramatic play area, block area, library-book area, quiet area, etc.)

7.1.5 Facility makes certain that all equipment is arranged so that it is safely positioned (e.g., shelves are low and well balanced so they will not topple)

8.1.2 Facility provides equipment and materials during spontaneous play which allows each child to explore, manipulate or create freely by himself or with others (e.g., dramatic play equipment, art materials, etc.)

9.1.3 Facility provides a selection of gross motor equipment to aid in the development of young children's large muscles (e.g., jungle gyms or other climbing apparatus, sewer pipes, balance walks, climbing forts, swings, trikes, balance beams, hula hoops, jump ropes, etc.)

9.1.4 Facility provides some special equipment which addresses specific needs of the children (e.g., balance boards, sand paper letters, puzzles with knobs, etc.)

9.2.1 Facility provides a selection of fine motor materials which aid in the development of young children's small muscles (e.g., crayons, paints, scissors, paste, tinker toys, legos, small blocks, etc.)

10.1.2 Facility provides a private place at the child's level for each child to put his personal belongings (e.g., cubbies, shelves, boxes, etc.)

11.3.2 Facility provides a quiet library or reading area with books appropriately selected for the ages and interests of the children in the facility

12.2.1 Facility provides a variety of materials which promote sensory development and growth (e.g., "feely bags," sniff bottles, sandpaper letters, etc.)

12.4.1 Facility provides a variety of science materials which promote personal exploration and discovery (e.g., magnets, scales, animals, plants, etc.)

FACILITY COMPETENCY CHECKLIST (Continued)

13.1.1 Facility provides materials for art and creative activities on a regular basis (e.g., paints, papers, collage materials, etc.)

14.1.2 Facility provides a specific means by which the parents are informed of facility activities and items of interest in the area of early childhood development (e.g., bulletin board, parent area with books and magazines relating to early childhood, monthly newsletters, etc.)

15.5.2 Facility provides books, journals, other materials relating to early childhood education, child development, learning activities, etc., to the staff to encourage professional growth in the field.

PROCEDURES FOR APPEAL

1. All candidates who have failed the assessment and wish to file an appeal should submit a request to the Child Care Services Division in writing

2. The Review Board will consist of the Child Care Services Division Policy Board which meets quarterly. The Board will review the written statements and oral statements from both parties.

3. The Board will vote on the appeal with a two-thirds majority needed in favor of the Candidate to affirm a reassessment of the Candidate by a new team. If less than two-thirds of the Board vote in favor of the Candidate, the assessment will stand as originally evaluated.